

# University News

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**JASBIR JAIN**

**From Macaulay to Mandal  
— The (Un)Changing Contours of a Discipline**

**SUSHMA MERH-ASHRAF**

**Adult-Continuing Education and Extension  
in Higher Education  
— Critical Issues and Prospects**

**Y.P. AGGARWAL**

**Hostel Life in Indian Universities  
— A Sociological Study**

**A. P. SHARMA**

**Untouchables**

**JAMSHED J. IRANI**

**On a Knife's Edge  
— Convocation Address**

**NCTE NATIONAL LECTURE**

**BRITISH HIGHER EDUCATION**

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## IN THIS ISSUE

From Macaulay to Mandal - The (Un)Changing Contours of a Discipline	1
Adult-Continuing Education and Extension in Higher Education	5
Hostel Life in Indian Universities	8
Untouchables	13
Convocation Indian School of Mines, Dhanbad	16
Campus News NCTE National Lecture Orientation Programme for Study Centre Coordinators JNU Joins Global Varsity Network IGNOU Teleconferencing Facility	21 23 24 24
Agriculture Role of Agricultural Engineers	25
News from AICTE Visiting Professors	26
News from UGC Countrywide Classroom Programme	27
News from Abroad British Higher Education Under Review	27
Book Review	28
Classified Advertisements	34

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Editor :  
SUTINDER SINGH

# From Macaulay to Mandal The (Un)Changing Contours of a Discipline

Jasbir Jain\*

The teaching of English has travelled a long way from the time of Macaulay's Minute (1835) to the New Education Policy (1986), but the controversies and contradictions which beset it, in large measure, remain the same. The academic positions are overshadowed by non-academic ones and the teaching of English remains even now an activity questionable in its validity and relevance, still controlled by non-academic considerations and planned and guided — not by the teachers — but by other higher bodies. Caught between the heritage of Macaulay on the one hand, a heritage which sought to make it the language of power,<sup>1</sup> to lift it from the peripheral activity in England and to make it 'a civilizing subject',<sup>2</sup> the language of imperialism, and the reservation policies based on the recommendations of the Mandal Commission, on the other, wherein again it is viewed as the language of exclusion, the discipline appears to be trapped in a condition of permanent crisis.

The question of the teaching of English cannot be a single minded pursuit; it needs to be related to three different areas: first, the political attitudes and social needs; second, the general condition of education and educational policies; and third, the teaching methodologies and courses of instruction in English. In the last few years a questioning has begun about the thrust of English studies in India,<sup>3</sup> and a serious examination of ground realities but to date we have been able to make only marginal changes resulting in a kind of patchwork situation, offering no new directions.

Policies regarding the teaching of English vary from state to state and are from time to time swayed by the policies of the popular government of the time, wavering between practical requirements and the colonial hangover. It cannot be denied that English, to begin with, was the language of the bureaucrats and the 'babus', it was the language of alienation and disaffection,<sup>4</sup> it killed the individual ability to think and encouraged a dead-pan system of learning.<sup>5</sup> But it cannot also be denied that it has dwelt on our land for almost two hundred years, and can be treated as a foreign language; it has taken root, an Indian version is in existence, we have large sections of the urban middle class using it, it connects us with the world of international business and politics. We have several English language newspapers, we have full-fledged departments of English and a fairly large infrastructure at the secondary level. Furthermore we are a multi-lingual society, a sub-continent capable of exercising power and authority in the international field. Interpreters and indirections cannot serve our purpose. It is important to accept this aspect of our society and stress bilingual or trilingual learning (The three language formula has not

\*Professor of English, University of Rajasthan, Jaipur-302 004.

succeeded as its implementation has been partisan and partial). We also have large immigrant populations abroad. Looking at all this, it needs to be realised that English cannot be pushed back into textbooks and linguaphone records; it has achieved the status of a naturalized language of India.

Today, in India, there is a crisis in education. This crisis exists in other parts of the world as well, but the dimensions here are different. The quantitative expansion without the necessary check on quality, the slow pace of change, the lack of political will to sort out the problems, the rise of the rural affluent, the high percentage of absenteeism, the malaise of unfair means, and now the increased violence even in school campuses—all these are matters of concern. In all this liberal education has no validity, unless the courses are changed and a component of training incorporated within these courses. Unless we raise our expectations from our education system, it is going to continue to be a drain on our energies. The New Education Policy states our problems, provides for training but still does not address itself to the problem of the faulty examination system, or to any structural changes in reorganising the faculties.

Within these wider problems, there is the problem of the teaching and learning of English. In the last thirty-odd years we have made several shifts in our teaching approaches and our course contents. In the late fifties/early sixties, teaching methodologies geared on to foreign language strategies, then to second language strategies, then to teaching it as a library language, emphasizing the skill to read at the cost of writing and speaking skills. We adopted the structural method, then the bilingual method, then communicative English. We separated language learning from literature, causing an unnatural split, reduced it to objective type comprehension exercises or grammatical skills. We adopted all the rules of the game — learning language through newspapers and through advertisements, constantly lowering our expectations from the process of learning, because of which English was placed on the defensive, running a handicapped race with other subjects in the curriculum, with teachers feeling humiliated and unhappy with the working conditions. School level teaching was upgraded to college level teaching and as we ceased to expect standards, we ceased to get them.

Moving outside the socio-political dimensions, and for the time being shelving consideration of other constraints related to funding, library resources and examination system, the framing of a syllabus needs to be directly related to the objectives of a course. Our primary need is to branch out into other areas. Other disciplines have branched out as for instance Political Science into Public Administration, Sociology into Anthropology, and so on. New disciplines are emerging both at the undergraduate and the postgraduate level, whereas English, despite the variety of uses it is being put to and the different requirements it fulfils, is English/General English/or at best English Language Teaching. Branches in literature like American/Commonwealth are part of the same discipline at the Honours or postgraduate level, and if they were to be separated, they are not likely to have many takers. These divisions or options are also not necessarily geared to any cultural or national goals.

Again, a large percentage of students for literature courses are there for the wrong reasons. They are there to learn the language, they expect it to be an entrance into a magic world; they are preparing for competitive examinations, literature is a 'soft' option, consisting of stories and romantic poems, they are rejects or leftovers from other departments or have been persuaded to join to keep some poor teacher in job. Not very flattering.

A look at the average English syllabus is an eye-opener. Most undergraduate courses include two or more plays of Shakespeare, an Austen or a Hardy novel, and now may be a R.K. Narayan or Raja Rao novel; poetry from Shakespeare to the 1930s or at best 1950s; some prose and plenty of remedial grammar. Most postgraduate courses have either a century-wise division or a genre-wise with one paper devoted to principles of literary criticism, and now, after the introduction of the National Eligibility Test, many universities have introduced a paper on history of literature, which had been got rid of with great difficulty. The criticism paper, very often, stops at T. S. Eliot and the history paper becomes a survey.

In some ways we are caught in a vicious circle. Certain courses are prescribed because the competitive examinations require this background or knowledge; the syllabus of the competitive exami-

nations prescribes them because at one time they were taught. Lack of coordination between the university syllabus and the outlines for the UPSC and other examinations lead to a 'one step forward, two steps back' situation

Given this situation, an assessment of the academic expectations may also help us in analysing the limitations of our course contents. Academically, a student with a Master's degree should have the necessary equipment for undertaking research, should be in a position, sooner or later, to be able to publish and compete on an equal footing in the academic world, and be, at the least, aware of the theoretical base of his discipline, have the ability to extend this knowledge to his reading of literature not only in the language of his texts but even outside it. Above all the programme and the degree should give him confidence, bolster his self respect, and support his social relevance. But this is not happening. At the end of a two year Master's programme, the student may end up having very little reading, having left out major chunks of the course, and be totally inadequate at defining or responding to simple level literary genres

The average syllabuses described above have several limitations. There is an overstress on Shakespeare at the undergraduate level and fictional texts are culturally very distant. Some years ago I was required to teach *Pride and Prejudice* to first year literature students from rural and disadvantaged backgrounds. It made little sense to me (and required a lot of effort) to explain to them the organisation of balls as social events to capture husbands and wives. Similarly at the postgraduate level we stop at 1930s, hardly any theoretical frames are incorporated, interdisciplinary approaches are missing, and intellectual history ignored.

The student of literature is expected to have (a) an adequate knowledge of linguistic competence, (b) sensitivity to art, and ability to appreciate art forms, (c) an acquaintance with theory and theoretical framework, and ability to formulate positions, (d) heightened awareness of cultural areas, and (e) employability. Our courses do not equip them for many of these roles. The linguistic competence they have is often the result of schooling or of home background, and employability is a matter of individual luck or talent. These courses affect the quali-

ty of both teaching and research. Any objective review of the situation is likely to lead us to the conclusion that there is enough talent, adequate degree of motivation, but a colossal lack of awareness and of direction. The very minimum that can be done is at the level of course contents so that we are no longer at the receiving end, the last in the queue for hand-me-downs and leftovers. We need to identify *our* own priorities and assess *our* own potential.

What then can be done at the level of courses? Here are a few suggestions. English departments need to branch out at the undergraduate level into areas like Cultural Studies/Art Appreciation/World Literature/Comparative Literature/Mass Communication. The overburdening of the syllabus with classics needs to be replaced by texts closer to the modern time so that social relevance can be perceived. It is not necessary that these texts be related to India for they may still stress stereotypical approaches (like Forster's *A Passage to India*, which despite its liberalism reinforces the order of the imperial forces), but they can reflect parallel cultural situations. There is also a disproportionate emphasis on remedial grammar. At the third year degree level it would be appropriate to introduce simple essays on form and genre so that the students begin to appreciate these dimensions. It would not be amiss to include some essays related to social history, psychology, philosophy or the like in the syllabus so that these inter-connections are established.

At the postgraduate level the course contents can be developed on similar lines — with greater emphasis on theoretical frameworks, on genre-studies and interdisciplinary approaches. The chronicity of history can also be replaced by a study of literary movements.

An exercise was carried out some years ago by the UGC and model/sample syllabuses were evolved in most subjects. These syllabuses while extremely ambitious still continue to adhere to the present pattern, they do not break away from the traditional course content. What we need to get away from is the mere inclusion of texts, and move towards including significant methods of approach from other disciplines, of reaching out to life outside the text to inter-relate it with the course content, through use of *our* own cultural material.

There are several difficulties in working in this direction. Amongst them, the availability of texts; the mental inertia amongst ourselves, the limited resources, the numerous Boards and Councils to be crossed, and the problem of training. But none of these is actually insurmountable, and all of them do not have to be surmounted at once. We can change the courses, we can equip ourselves with the necessary training, we can even get down to creating and compiling texts. Branching out into other areas will need a lot more determination and persuasion than we seem to have at present. But that alone will bring us from the periphery to the centre and restore a sense of self respect—to the discipline, to us and to our students. The traditionally non-elitist use to which English was being put was turned into the language power when it was brought to India and implemented through the imperial structures for imperial purposes. The time has now come to make English non-exclusive, non-elitist, the language of use so that it acquires a legitimacy of its own in the changed circumstances.

#### Endnotes

1 Jasbir Jain, "The Rhetoric of Power: Macaulay's

Minute on Indian Education", in *Problems of Postcolonial Literatures and Other Essays*, Jaipur: Printwell, 1991

2. Chris Baldick, *The Social Mission of English Criticism 1848-1932*, Oxford: Clarendon Press, 1983, p. 59 ff. Also see Ashis Nandy *The Intimate Enemy. Loss and Recovery of Self Under Colonialism*, Delhi: O.U.P. 1983 and *The Politics of Literature: Dissenting Essays on the Teaching of English* ed. Louis Kampf and Paul Lauter, Pantheon, 1970.

3. The British Council has been organising several national and regional level seminars on the teaching of literature. These, while addressing themselves to the problem do not necessarily address themselves to national and cultural goals. Rajeshwari Sunder Rajan ed. *The Lie of the Land: English Literary Studies in India*, Delhi: O.U.P., 1992; Swati Joshi, *Rethinking English: Essays in Literature, Language, History*, New Delhi: Trianka, 1991 are some works in this direction. Also see Harish Trivedi "Panchadhatu", *Colonial Transactions*, Calcutta: Papyrus, 1993 and Jasbir Jain "The Teaching of Literature in Foreign Languages", *Problems of Postcolonial Literature and Other Essays*.

4 Jain, "The Rhetoric of Power: Macaulay's Minute on Indian Education"

5 Baldick, *The Social Mission*, p. 76 ff

## COLLEGE OF BUSINESS STUDIES (UNIVERSITY OF DELHI) ADMISSION NOTICE

BACHELOR OF BUSINESS STUDIES 1996-99  
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BEGINNING JULY, 1996

**ELIGIBILITY CONDITIONS :** (a) Candidates seeking admission to the BBS programme must be 17 years of age before October 1, 1996.

(b) He/She must have passed the Senior Secondary Examination of the Central Board of Secondary Education or any other examination considered equivalent thereto by the University of Delhi, with an aggregate of at least 70% marks in his/her best four papers including English. Rest of the three papers shall have to be from amongst the following papers only: Mathematics, Physics, Chemistry, Biology, Accountancy, Business Studies, Economics, Psychology, History, Political Science, Social Science, and Geography. For SC, ST, and Ward/Widows of armed personnel killed/disabled in action during the hostilities the eligibility limit shall be 65%.

(c) Students who are appearing for the Senior Secondary (or equivalent) Examination in 1996 are also eligible to apply subject to the condition that they secure the required percentage of marks and meet the other requirements for admission.

**MODE OF SELECTION :** Applicants shall be called for an objective type written test to be held on Sunday, June 9, 1996 at Bhopal, Calcutta, Chandigarh, Delhi, and Mumbai. Qualifying candidates shall be called for group discussion and interview at college premises.

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(b) Non-Delhi candidates can obtain Application Form, by post from the college directly by sending a crossed Bank Draft, issued by State Bank of India, payable at Delhi/New Delhi for Rs 300/- (General Category) or Rs 175/- (SC/ST category), drawn in favour of PRINCIPAL, COLLEGE OF BUSINESS STUDIES, DELHI. MONEY ORDER AND POSTAL ORDERS ETC WILL NOT BE ACCEPTED. Candidates requesting application forms by post must write their full name, address and category at the back of bank draft and 'PURCHASE OF APPLICATION FORM' on the envelope and also send a self addressed stamped (Rs 10/-) envelope (size 23x30 cms). Completed application forms must reach the Administrative Officer, College of Business Studies, Vivek Vihar, Delhi-110 096 latest by May 10, 1996. (c) Ward/Widows of armed personnel killed/disabled in action during the hostilities can collect the application forms from the college directly by paying Rs 50/- only.

Dr. R.M. Singh  
PRINCIPAL



# Adult-Continuing Education and Extension in Higher Education

## Critical Issues and Prospects

Sushama Merh-Ashra<sup>2</sup>

University level programmes of Adult Continuing Education and Extension (ACE&E) within the system of higher education in India have been in existence for more than a decade and a half. As the experience in the field is growing, it is becoming more and more evident that despite best of visualisations and expectations, these units or departments still face unprecedented problems at many levels.

It has to be accepted in all objectivity that these problems relate to an entire range of perceptual, administrative, academic, financial, and personnel management issues. This is a serious matter in terms of the programme having failed to acquire a legitimate professional status, integrated identity, well formulated perspective, and a meaningful direction within the university system.

It needs to be stressed that the present situation is a consequence of various interrelated factors at the university and departmental levels. On the one hand these relate to the self-interests of individuals and on the other signify lack of well defined institutional commitment at the university level including lack of professional competencies required for such a serious and multi-faceted programme with far reaching educational implications.

It is to be noted that the present situation continues to exist despite the several review committees and recommendations issued every couple of years since 1978 by the UGC to the universities. These 'recommendations' speak volumes about the 'ideal' and 'expansive' framework for ACE&E. Yet the structural and functional dimension which was supposed to have revolutionised and renovated higher education remains at a stagnant level at its best. However, it has to be recognised that this fact by

itself does not reduce the importance and significance of the programme which has potential and prospect, both applied & theoretical.

### A Retrospective Critique

The move to incorporate ACE&E in the university system had its 'reincarnated' genesis in the late 1970s with the support and initiation from UGC. The earlier efforts were attempted during the 1960s at some universities viz. creation of a department at Rajasthan University at Jaipur under the British Columbia Project and a Continuing Education Unit at the Baroda University. These attempts had limited success.

In the 1960s the idea was mainly 'imported' to meet the perceived problems of Indian society and was attempted more as an experiment. During the 1978-79, it came primarily as a 'Delivery Agency' concept for the NAEP under the Eradication of Illiteracy Scheme of the political agenda of the government. As one of the delivery agencies, universities were drawn into the programme, more as 'side support' than as an organic and evolutionary goal of higher education.

This was the period when other significant areas of educational interventions were also taking shape as a response to some of the burning social issues. These included programmes, such as, Population Education (PE), Popularisation of Science (POS), Women's Education (WE), Legal Literacy (LL), Eradication of Illiteracy (EOI), etc. The financial support and conceptual paradigm for some of these programmes evolved out of the 'internationalisation' of such programmes under UNESCO and other national and international sponsorships. The prospects and opportunities thus opening at the institutional levels generated varied currents of individual and collective interests. It was a positive sign that these could be consolidated to incorporate some of these significant programmes in the university system. In the initial stag-

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<sup>2</sup>Assistant Director, Department of Adult Continuing Education and Extension, University of Delhi, Delhi - 110 007

es during 1970s, the various educational concepts/ 'schemes' mentioned above, viz. PE or Community Education at their individual levels were still ill-defined and amorphous in conceptual and operational terms. Unfortunately the corpus of information generated through researches in various disciplinary areas at the theoretical and practical levels remained and still remains to be integrated into meaningful educational programmes. This lack has serious implications for diverse aspects including material/curricular development, training of professionals, formulation of field based programmes in terms of dynamically evolving and transforming educational situations of the Indian society.

### **The Component of 'Extension' in ACE**

As mentioned earlier, a set of loosely formulated and practically structured educational schemes were clustered together with NAEP and put under the rubric of the ACE programme of the University. The component of 'Extension', already in existence at the university level for sometime, was 'added' to the 'ACE' cluster to formally justify ACE&E as a 'unified whole'. The 'ACE&E' idea got gradually constituted into units, centres or departments depending upon the ratio and quantity of 'teaching' and 'extension'-based 'schemes'. It has to be categorically recognised that this programme/department ostensibly and obviously did not anywhere grow out of the proclaimed philosophy of 'extension' being the 'third' and 'equal' dimension of higher education at par with teaching and research. The latter is a tall claim which entails a major philosophical shift and structural change in the policy and programme of the university system. It entails a fundamental reorientation of the institutional paradigm in terms of its aims, objectives, functions, etc, requiring disciplinary interface interaction, knowledge integration, psychological adjustments, professional and attitudinal transformation of professionals and functionaries. This yet remains to be achieved till date.

The lopsidedness and unfruitful efforts that exist in universities today are the result of fragmentary vision, 'scheme' orientation and un-professional attitudes that have been nurtured on narrow framework of getting funds for specific activities and presenting populist projections through media. Due to the lure of governmental/international funding, the means to achieve educational objectives have by now been converted into shortsighted ends hardly of any academic or institutional consequence.

It is well known that 'extension' forms an organic institutional component in Agriculture, Medicine, Home Economics and Engineering to name a few. This 'model' of 'extension' as a formalised notion in education has come to the universities out of the experiences of these fields where teaching, research and extension evolved through an intrinsic, logically envisaged enterprise and the outreach dynamics of multi-dimensional infrastructure and its coordination at the theoretical and practical levels.

Extension within disciplinary format at the university level began with extra-mural lectures, seminars, etc during the 1960s. However, in the universities each department introduced its own programme under extension and at the university level a cell or unit formally took care of coordinating such programmes in the initial stages. When the units/ departments of ACE were established in the late 1970s some of the universities opted to put extension aspect under the newly formed DACE as this was considered legitimate in view of the community based programmes under EOI and short term CE programmes of the DACE&E. This 'stringing together' of assorted programmes with relevance for community based programmes did not necessarily lead to 'extension' attaining the 'third equal dimension' as claimed in the policy documents of higher education. In the light of this ground reality the difference between Agricultural Extension model and ACE extension model has to be delineated and reformulated with rigour of research base and professional inputs commensurate with the qualitative levels expected of DACE&E in higher education perspective. Keeping ACE&E functioning limited to government schemes and assorted programmes based on available funding is a lopsided approach to confronting the problems involved in evolving a unified and legitimate dimension of extension in higher education.

### **A Word about Population Education**

Thus the concept of ACE&E mostly remains fuzzy and fragmented to a great extent, except contributions through individual initiatives and efforts. There have hardly been any professional upgradation, or rigorous academic orientation of the profiles of the personnel of ACE&E, despite some universities having diploma, degree, or short term educational courses. Added to this is the status of PE 'Resource' Centre (PERC) in various universities which hardly projects any meaningfully developed resource base, either in terms of qualified personnel or substantive and functionary base at the academic or field levels envisaged in the Programme. As a



consequence the PE programme, supposed to be organically integrated with teaching, research and extension parameters of the department has been reduced to celebrating 'International Days' or making occasional individual efforts within the said fragmentary framework.

It must be admitted that in professional terms, the field of 'Population' is an extremely serious and complex area. India exemplifies a situation where remarkable professional research base has been built during the past decades by scholars and field workers in terms of diverse population related variables, indicators and inter-affecting parameters. A number of disciplines have contributed and converged to the building of the substantive knowledge and information base on various aspects of population dynamics. The scope and range has tremendous potential within the teaching, research and extension perspective. But all this remains defunct in the present state of affairs and absence of qualified and professional leadership and well defined programmes.

### Reorienting ACE&E in Higher Education

The various programmes at present being undertaken as sporadic activities need to be visualised and organically integrated within the framework of teaching, research and extension covering knowledge and community based educational and service areas. Relevant and legitimate educational areas, such as PES, LL and other CE Programmes will then be able to get a solid academic and professional calibre and competencies of the academic personnel. The management and administrative matters can also be streamlined.

While seminars, conferences and external funding could also be part of this integral approach, it should never be the central focus of the programme. There have been suggestions from various quarters that in view of financial crunch, the ACE&E should try to project and advertise its capabilities through media and augment its weight by inviting influential dignitaries so as to add justification for continuous funds. While this is a legitimate PR approach, attempts should primarily be focused on strengthening the core of the programme from within the university system as in other departments. The programmes should be able to speak for themselves.

Following are few suggestions for the consideration of active workers in the field including decision makers at the university level:

1) Efforts be made to evolve a detailed profes-

sional framework for the teaching, research and extension components for ACE&E at the university level. This should refer to the agenda at the Master's, M.Phil. and Doctorate levels on one hand and short term programmes including a concept integral to various disciplines and training programmes on the other.

2) It is time to review the ongoing programmes and professional competency status of the personnel

3) Efforts be made to evolve a long term unified perspective of DACE&E in the university system through indepth deliberations and debates in terms of 'Extension' as third and equal dimension.

4) UGC should generate a detailed bio-data base of the various professionals working in ACE &E in various universities with varied backgrounds and competencies to draw upon their expertise for formulating future agenda

It can only be through the building of academic and professional base in theory and practice that 'Extension' could attain the status of a third dimension of higher education

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Contact Registrar, CDS for Prospectus & Application Form. Last date for receipt of completed applications is May 22, 1996.

March 25, 1996

DIRECTOR

# Hostel Life in Indian Universities

## A Sociological Study

Y.P. Aggarwal\*

The traditions of hostel life are not new in this country. In Ancient India, great importance was attached to the period spent under the roof of a teacher away from the family of the student. The hostels were then called 'Ashrams'. Altekar points out that after attaining a suitable age for higher education, a student used to go to a preceptor of good repute. The student was put to test by the teacher and the test generally lasted for six months. Once the teacher was convinced of the worth of the student, he would admit him in his Ashram, where he could pay as a paying student or if unable to pay, he was required to do some manual work at his Guru's Ashram during day hours. The Guru used to teach the poor students at night to compensate for their studies. In Vedic period the Ashrams were opened by the Rishis in jungles and students used to go to a particular Rishi famous for a particular learning. Some of the eminent names are — Manu, Vashishtha, Valmiki, Kanya, Sandipani, Vishwamitra, Lopamudra and Agastya.

After the 'Upanayan' ceremony the students used to live in Gurukulas as 'Antevasins' or 'Acharyakula Vasins'.

Later 'Agraharas' like modern university towns of Varanasi came up where hundreds and thousands of students flocked to get education and were provided free board and lodging. The entire revenue of that village, town or city were assigned for their maintenance. Besides 'Agraharas' and temples, several 'Viharas' also sprang up as great educational centres. The Bhorasatia Viharas of Acharya Dignaga and several Viharas established by Bhadrabalita, Tamralipti in the times of Fahien, had twenty four monasteries humming with resident monks. India had several other internationally famous seats of learning later called Universities. The important names are Takshashila, Nalanda, Vallabhi, Vikramshila, Mithila, Nadia etc. The great scholars provided by them included Panini,

Nagarjun, Chanakya, Kautilya, and many others.

In modern times, the hostels are generally attached to schools, colleges, institutes and universities. The first three universities in India — Calcutta, Bombay and Madras — though designed on the university of London model as affiliating and examining bodies, later took up the role of teaching and also established their hostels. University Law Hardings Hindu Hostel of Calcutta University; The University of Bombay hostel on the Marines Lines; and Madras Students Home were some of the hostels established in their early years.

The importance of a hostel in education of the young can hardly be disputed. Various committees and commissions have amply and clearly emphasized the need of providing good hostels for corporate living of students.

However, the hostels during the past few decades have been losing their reputation as places of learning, healthy corporate life and congenial to an all round development of students' personality. It is generally alleged that university hostels have become shelters for anti social elements and the brewing places for student unrest, violence and strikes. The politicization of student body has further added insult to injury.

### The Problem

Despite all the criticism, the hostels still are an inseparable part and parcel of university education. Several teachers think that the serious and sincere students still steer clear of the ill-effects of student politics and indulge in healthy living practices. Hence a study was planned to probe into some sociological aspects of student life in university hostels based on the perceptions of hostellers themselves.

It was hypothesized that the hostel in general and a hostel room in particular served as a micro-environment conducive to healthy habits, adjustments, and attitudes among hostellers.

Since hostel management plays an important

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\*Professor of Education, Kurukshetra University,  
Kurukshetra - 132 119

role in the life of hostellers, it was further planned to obtain students' evaluation of the hostel management, and the level of student participation in it. They were also to give their perceptions of an ideal warden.

It was assumed that the hostellers, through their stay and active participation in all aspects of hostel life were in a position to give an accurate estimation and evaluation of these aspects. Another basic assumption was that with the change in the living environment, conditions and culture, from home to hostel, there was a likelihood of shift to new habits, attitudes and adjustments. The resident student lives in an atmosphere of greater freedom, greater responsibility, greater challenges and greater opportunities of facing and solving his own problems without the help of parents and siblings. The acculturation and socialization that occur through their interaction with peers and students of their age in multitude of settings meant for group interactions, self expression and responsibility are important influences which the residents acquire.

#### Method and Procedure

The broad methodology applied was normative survey as it was suitable for large populations spread over vast geographical areas and is generally considered the best strategy for collecting information as it exists in the present. The tools used were three questionnaires, a Habits Inventory and an Attitude Scale, all self-constructed. In addition, Bell's Adjustment Inventory was also applied. The self constructed tools were duly validated.

The population for the study included all the full-fledged universities in North India which had P.G. Hostels attached and administered by them through a three-stage random cum systematic sampling. Fifteen universities, thirty five hostels and in all 2720 hostellers were included in the study. Data was collected through visits and personal contacts in the rooms of the hostellers which ensured accuracy and correctness of the data.

#### Results

Based on different objects of the study and tools of data collection, the results are presented here under different sub-heading.

##### *Additional Facilities Demanded*

The hostellers were asked to give their responses as to in addition to the present facilities available

in their hostels, what other physical facilities were required by them. The physical facilities thus demanded were then categorized as per the following criteria:

	<i>Category</i>	<i>Percentage demanding</i>
(i)	Facilities Highly Demanded	60% or above
(ii)	Moderately Demanded	40% to 59%
(iii)	Least Demanded	Below 40%

The tables given below depict, in order of demand, the physical facilities demanded under each category and the percentage of hostellers demanding the same.

#### **Classification of Additional Facilities demanded by the Residents**

**N = 2720**

	<i>Facilities Highly Demanded</i>	<i>Percentage</i>
1	Better Medical Facilities	89.56
2	Better Food	89.26
3	A Small Hostel Library	87.52
4	Hostel Competitions	85.73
5	Hostel Cultural Programmes	84.56
6	Visitors' Room Facilities	83.09
7	Guest Room Provision	82.35
8	Need for a Reading Room with Popular Journals & Daily Newspapers	81.32
9	More Furniture in Common Room	77.79
10	Separate Playground Facilities	75.74
11	Visiting of Women Guests to Male residents rooms	72.35
12	Electric Fans & Heaters	72.06
13	Better Water Supply	71.91
14	Maintenance of Regular Study Hours	68.09
15	More Toilets & Bathrooms	67.79

**16. Provision for Games & Sports like:**

(a) Badminton	71.76
(b) Volley-ball	71.32
(c) Basket-ball	66.76
(d) Lawn-Tennis	66.47
(e) Cricket	64.12

**17 Recreation Facilities like**

(a) Table-Tennis	71.18
(b) Chess	68.73
(c) Carrom-Board	67.80
(d) Colour T.V	67.65

**18 Attendant Facilities** 66.03

**19 Provision of Breakfast** 63.68

A look at the physical facilities with high level of demand shows that the top priority is being given to "better medical facilities" followed by "better food", "small hostel library" and "hostel cultural programmes". Better water and sanitation, additional sources of recreation and hostel games & sports were also demanded on a high priority by the hostellers. The students were not so much interested in the appointment of hostel tutors, fortnightly film shows and staying in dormitories etc.

*Qualities of a Good Warden*

Hostellers' perceptions as to what type of warden they would like to have were obtained through a three-point scale—very important, somewhat important, not at all important. The items of the scale were a list of qualities which fell in five broad categories—Age and Personality, Qualifications, Consideration towards students, Temperaments, and Discipline. Through a system of numerical weighting of rating, "Importance Weightage" was calculated. The top five and bottom five qualities of warden in terms of importance as perceived by the hostellers are given below.

*Five Most Important Qualities Desired*

1. Sociable and friendly in nature,
2. A man of character and integrity,
3. A balanced personality,
4. Having sympathy, patience and human understanding, and
5. Practical in approach

*Five Least Important Qualities Desired*

1. Highly qualified,
2. Attractive in personal appearance,

3. Specialist in guidance and counselling,

4. Young, and

5. A scholar with an understanding of academic life.

It is quite evident that hostellers want to have a warden who is a man of character, sociable and friendly, sympathetic, patient and humane. The practical, flexible and programmatic characteristics were more desired as compared to rigid, inflexible and idealistic approach. The young age and high academic qualifications and merits as a scholar were found least desired in a warden. Thus the universities can take a clue from this in selecting wardens who are more considerate, honest and pragmatic instead of placing a special premium on academics and young age.

*Habits Formed During Stay in Hostels*

In a bid to know the habit patterns of hostellers as acquired through their stay in the hostel, a Habits Inventory with a list of thirty two habits was prepared and administered to the hostellers. The habits were duly pre-judged by ten university teachers as desirable and undesirable based on the current cultural ethos. A "Yes-No" response pattern was provided for responding to each item of the inventory. The habits fall under the broad categories of academic, recreational, socio-religious, creative and aesthetic, and sex.

The following habits showed the top percentage in the category of desirable habits.

1. Becoming regular in studies
2. Going out for a walk
3. Participating in games and sports
4. Visiting places of worship
5. Listening to music.

Some undesirable habits picked up by them as depicted by the percentages are

1. Sleeping late at night,
2. Participating in politics,
3. Spending too much,
4. Drinking,
5. Following members of other sex,
6. T.V. & Movie Watching.

Creative and aesthetic habits were picked up by a very small percentage of hostellers. About twenty per cent or a little less number admitted to have picked up the negative habits of "not bothering about studies", "masturbation", "day-dreaming",

"taking bed tea" and "taking coffee" Habits of "gambling" and "drug-taking" were also admitted by less than ten percent hostellers

Thus the hostels while conducive to healthy academic habits also lead to the development of several negative habits in small or greater measure and thus prove a mixed boon. Programmes of channelizing the energies of the young hostellers into healthy social and aesthetic habits need be instituted.

#### *Hosteller's Attitude towards Hostel Life*

With a view to gauge as to how the students view hostel life an attitude scale with Thurstone type scale values and Likert type weights was used. The scale had eighteen items and incorporated items concerning hostel life aspects — academic, better life, general life habits, personal and financial. Means, standard deviations and confidence limits were calculated. It was seen that the hostellers, on an average, had a favourable attitude towards hostel life, whatever be the limitations and constraints of residing in hostels. It is a healthy trend that hostellers like staying in the hostels. A superstructure of various activities for hosteller's participation in hostel management and positive personal habits can be built on this positive feeling of theirs. The hostellers were further found to have liked all dimensions of hostel life.

#### **Conclusions and Suggestions**

One very striking feature of hostels surveyed is that they seem to be well equipped in basic physical amenities though there are small variations from university to university. The general living conditions in these hostels are in general satisfactory to fairly good. Inadequacies and deficiencies do exist in some aspects of hostel living. The general problem which is faced by most of the hostels pertains to the sanitary conditions and further modernization. Cultural and other such activities were also found lacking. Discipline, corporate living and supervision were also not found in good condition. To ensure that residential living in our university hostels becomes a truly worthwhile experience, provision of facilities need to be complemented by adequate and efficient administration, supervision and good corporate hostel life.

The student government and student participation in hostel administration was also found not up to the mark. This observation goes against the expectation that in a democratic country the youth should be provided with opportunities to develop

leadership and test themselves in terms of honesty, integrity and responsibility among themselves. Hence, appropriate mechanisms be developed to phase in this important dimension of hostel administration.

Teacher participation in the hostels was also found inadequate and at times totally absent. The system of teacher-tutors and counsellors should be reintroduced so that they can help the students in academic, social and emotional aspects of hostel living.

It was observed that the provision of food and other messing facilities were also not in good shape. It has been found as a general complaint. Necessary steps should be taken to improve the quality and diversity of the food supplied to them without escalating the costs.

The general estimate shows that every resident has to spend between Rs. 100 to Rs. 1200 p.m. on various requirements including food. Some system of liberal loan scholarships be introduced, otherwise the hostel will become inaccessible to the middle class and other lower class students. It may be impossible for a middle class family to send two or three children for residing in the hostels without putting strain on their resources.

Though the physical facilities available in the hostels were found good, yet there is a scope for further improving these facilities and modernizing them. It is not realistic to visualize our hostels turning back into Gurukulas and Ashrams. Hence, the UGC, while approving grants for hostels should keep this aspect in view.

During interviews with wardens and other hostel staff, it was observed that they put the blame of hostel indiscipline on general student elections in a university. A sincere attempt should be made by the UGC in getting a ban imposed on these elections through a central government directive. As a substitute the students can be allowed some other channels of redressal of grievances. To start with, a five year moratorium on these elections can be tried out.

Enrichment of hostel life by introducing academic and extra mural activities, games and sports, celebrations of festivals, holding competitions is very much needed today. Hostels should no more remain places of residing and eating. They should have a vibrant environment which pulls in even the laziest and the low achiever to participate in a happy enlightening and entertaining hostel life.

The hostel wardens did refer to the interference

of politicians by way of exploiting students for their political ends. A proper climate through media be created in which the politicians realize that their intervention in university affairs was not according to high academic traditions and is injurious to the national interests.

One important observation of the study is that the hostel room and the hostel in general as a micro-environment were conducive to better studies, better general habits etc. Hence, efforts should be made to build up further the mechanisms and provisions to strengthen this aspect which is the core aspect of hostel life.

(The study was funded through a grant from UGC)

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# UNTOUCHABLES

A.P. Sharma\*

## Agony of the Down Trodden

Bonomali Goswami, to whose credit are three novels in Bengali and also a number of short stories which have been published in America and broadcast in the BBC World Service, has exhibited a tremendous artistic style in depicting the tale of the untouchables, the inhabitants of a village known as Birpur, probably situated in the eastern part of the country.

*Untouchables* is a tale of human plight, agony and colossal suffering of a vast section of Indian population, known as the untouchables. The moving story begins with the killing of a thirteen year old girl, Lachmi, who lived at Birpur with his father, Gopal Chamar. The day she was killed she was working for her father who was a bonded labour to Krishan Singh, the landlord in the village. As Gopal had fever that day, he implored his young daughter to work for him at his master's place. The girl went to the landlord's place and reported her father's inability to work. After listening to a few filthy abuses from the landlord she walked into the cow-yard, gathered the dungs together, cleaned the floor and drove the animals to graze out into the courtyard. At last it was evening and she, along with the animals, came back to the *malik's* place. As it was a very hot day, both, the animals and Lachmi were very thirsty. When the animals reached back home, they ran towards the water trough. The untouchable thirsty girl, Lachmi too ran after them quite unaware of the fact that she was even inferior to the animals. She had hardly dipped her mouth into the water that she started screaming wildly with unbearable pain. Krishan Singh, the landlord not tolerating the untouchable girl to drink water from the trough meant for the animals, caught hold of her wet hair, lifted her in the air and flung her on to the ground with a great fury. He lifted her thin body again in the air and threw her wildly on to the ground, trampled on her thin bones, kicked her, dashed her head against the ground. After some-time the poor little girl was declared dead by one of

his servants.

This was the custom of the landlords, perhaps more so in the eastern part of our country, where after independence the landlords were still alive. Without caring for the national law which had declared the bonded labour illegal, they defied the law in totality and abused it as they wished.

When Lachmi didn't come back home that night, a strange fear crept into Gopal's heart. Why was she so late? He went out of his thatched house, waited for sometime and walked with weak but confident steps towards the direction of his master's house. When Krishna Singh saw him, he lifted the lantern above his head and looked sharply at him with hard, stubborn look. Gopal fell at his feet without touching him and implored to know about his daughter. The landlord pretended as if he did not know anything about her and asked Gopal to go back home as he was too tired to talk to him during that hour of the night. Poor Gopal, helpless and weak due to perpetual illness, returned back dolefully.

In one of those nights after the disappearance of his daughter Lachmi when Gopal was sitting in his house along with his son Ratan Lal who was a bonded labourer to the high priest Mohant, a widow of another bonded labourer, who worked in Krishan Singh's house, came stealthily to Gopal's hut and narrated the story of Lachmi's brutal death caused by Krishan Singh's beating. When she left it was clear that Lachmi was murdered. The matter was reported to the police by Gopal with the help of Mohant. The sub-inspector Ramesh Jha went to the village in search of Lachmi's body which was discovered from the well within Krishna Singh's compound where a few years back Lachmi's mother, Rukmini's body was also found. Rukmini had to jump into the well to save her honour from a rapist, Krishan Singh's brother-in-law. Within ten years of Rukmini's marriage with Gopal, when Lachmi was a year old, one late afternoon she had gone to the well just outside the village to fetch water. Although there were two sweet water ponds in the village, Gopal and his like — the scheduled castes, the un-

\*Retd. Professor, Vidyabhawan Teachers College (now IASE), Udaipur.

touchables, the lowest of the low were not allowed to reach those ponds. So, early in the Spring when Rukmini, who by then had two children, Ratan Lal and Lachmi, went to the outskirts of the village to fetch water, she had to commit suicide to save herself from a fox like filthy man, Krishan Singh's brother-in-law

As soon as Lachmi's dead body was discovered from Krishan Singh's well, he was arrested and sent to the local police custody. That was the beginning of destruction of the untouchables living in the village, Birpur.

### **Merciless Killings**

The scheduled caste village, Birpur, woke up on that fateful day when it was almost dawn. After getting free from the necessary things, the men went to the fields but they were quite apprehensive that day as they were aware of the anger of the upper caste men in the neighbouring villages. Ratan Lal, who had come to console his father, went back to Mohant's farm-house to work. Gopal was left alone in his hut. That day while going to his landlord's he went to the tea shop situated on the outskirts of the village and waited outside the shop as the untouchables were served tea outside the shack in the earthen cups. As Gopal quietly sipped the tea, two men standing close behind him started arguing with him about Mohant's son, Sugan, who had been scolded on the previous day by a Harijan woman abused by Sugan. Soon a young man jumped out of the shop and started hitting Gopal by his slippers. As Gopal cried out in protest, more came running and rained blows on him. Later on Gopal was tied down to a telegraph post and spat on his face by every one present there.

The bonded labourers, both men and women, who had been busy with their work in the fields, were quite unaware of what had happened to Gopal. But the day had hardly begun when they watched a group of men armed with spears, axes and sticks started attacking the southern end of the hamlet of about two hundred fifty families. The raiders surrounded the clusters of huts, set them ablaze and then they prepared a funeral pyre and tossed the dead bodies into the hungry flames. This went on for considerably long time.

After the arrest of Krishan Singh, the sub-inspector Ramesh Jha was immediately transferred to another police station on political grounds and a

new sub-inspector, Kalu Paswan, took over in his place. When Kalu Paswan got the news of the beatings of the Harijans late in the day, he started towards the village with four high caste constables. Soon he saw Gopal Chamar tied to a post. As he untied Gopal he got more alarming news. Consequently he sent for reinforcement. The agitated mob attacking the Harijans was not in a mood to listen to Kalu Paswan. Compelled by the circumstances, he had to order firing in the air to scare away the attacking mob.

When Paswan reached the crowd of the injured people who had been beaten, killed and tortured, he was shocked to see the terrifying scene. Frightened Harijans, both men and women, were trying to flee away the burning hamlet in search of safety. When Paswan reached near the wailing mob, he heard "Oh, Sahib, save us ! They're out to kill all of us !" This is how all of them implored the sub-inspector "Save us, Sahib. We've heard you are our man."

Paswan bowed his head in shame and helplessness. He didn't know what to say and do for them. While trying to keep silence and avoiding to look at them, Paswan was startled when one middle-aged man laid his bleeding hand on his shoulder and demanded in a still voice, "Can you say why they are out to kill us? What have we done? You're our man, tell me that."

Finally, Paswan replied. He said that because the Harijans wanted to assert themselves as human beings and because the government had legally abolished the bonded labourer system, they were being attacked by the high caste rich people who still had not accepted the government order of abolishing the bonded labour. In the mean time the reinforcement from the headquarter arrived. The dead bodies were discovered and sent to morgue. The casualty list was big. The men and women who had deep head injuries were not likely to be normal soon. The sudden massacre had not only taken away their near and dear ones but also their homes, their livelihood, their dreams and petty pleasures of life which centred around their small peaceful village — Birpur.

### **The Revenge**

In fact none was willing to report against the merciless killings of the innocent scheduled caste people. All feared further revenge. So the injured survivors left the village in search of shelter. But

they had nowhere to go but hide themselves in nearby places. But soon the injured were conducted to a nearby town and herded in the compound of a church where they were given shelter in the open.

Out of the suffered lot, there was one young man, Ratan Lal, who was not satisfied with the lot of the victims, dared to reach the authorities to tell the tale of the untouchables. Through the forests he reached the town at day-break and instead of going to the refugee camp, he reached the Harijan hostel where he met an educated scheduled caste girl, Usha, who had some strings at the high ups in the government as her father was a senior Central Government officer. With her help Ratan Lal lodged his complaint about the Birpur messacre before the officers of Bonded Labourers Liberation Front. The complaint was well taken and considered with sympathy, with a promise for help.

In the meantime Gopal Chamar, who had escaped from being killed by the mob could no longer contain his anger against Krishan Singh and killed him by a brick in revenge for his wife and daughter's murder. Mohant, the high priest was looted and murdered by some untouchable youth in one of those nights which followed the Birpur incidence. It was the dawn of awareness and courage among the down trodden who had suffered extremely for centuries and exploited by the landlords and the upper caste rich people.

For a few weeks of their stay in the church compound the sufferers witnessed a lot of political activities, which took place mainly to cash that shameful murderous incidence. Gradually, when the injured recovered considerably, they received customary political assurance and were persuaded to go back to their homes for resettlement. Once a minister of state cabinet came to see the victims of Birpur. His face was lit with fake smile. In a usual hypocritical manner he behaved very politely and addressed the herded victims: "My beloved brothers and sisters, I cannot just understand why we've to fight among ourselves and make the country weak when it is threatened by enemies...." It went on and on for weeks until all went back to their homes. In the meantime Ratan Lal was also murdered by some unidentified persons. The story ends here.

#### **Bonomali's Powerful Narration**

Bonomali Goswami, through his powerful and picturesque description, narrates the story of his small novel *Untouchables* so vividly that everything

seems to happen in our presence. Small but well worded dialogues are effective and emotionally charged. They move the readers. What happened to the people of Birpur is unbelievable. It is not only agonising but shameful too that after forty five years of our independence, caste system is still alive and deeply rooted in certain parts of this country of Rama, Krishna, Vivekanand, Dayanand, Gandhi and Ram Tirth. In this so called secular and democratic country some high caste rich people still hate their own low caste people and use them as bonded labourers when it has been legally outlawed since independence.

The novel *Untouchables* published by Mittal Publications, New Delhi, has 136 pages only but each page contains strong and emotional diction which transports the readers sometimes into the realm of anger and at other times into a mood of doleful distress. Bonomali Goswami's success lies in depicting the facts most realistically. He describes the scenes with such an accuracy that all seem to happen in our presence.

Except that the story ends up abruptly and a few characters like Paban, Hari, Shyam and even that of Usha are not installed very high, there is very little in the book which may invoke our criticism. The entire novel is full of pathos, agony, dismay and frustration which are revealed through the cries of the untouchables. The poetic justice is very well taken care of when Gopal Chamar and a band of revolutionary untouchable young men take revenge by murdering Krishan Singh, Mohant and other high caste rich loathsome inhumans who are the embodiment of injustice, corruption and brutality. These loathsome inhumans and unsocial activists often indulge in rapes, killing and exploitation, and treat the untouchables like animals. It is a very alarming and pathetic situation. Human exploitation in different forms is existing in all parts of our country. Is there someone who may take care of the poor and the downtrodden and help them provide what has been promised for them in our Constitution?

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#### **TO OUR READERS**

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communication should, however, be brief and to the point.

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# On a Knife's Edge

Eminent Metallurgist, Dr. Jamshed J. Irani, Managing Director, Tata Iron & Steel Company Limited (TISCO) delivered the Convocation Address at the 18th convocation of the Indian School of Mines, Dhanbad. He said, "We are poised on a knife's edge: on one side is the prospect of emerging as a prosperous, economic superpower; on the other side is the real danger that separatist tendencies, communal politics, and unprecedented corruption will frustrate all our hopes for the future." Excerpts

## The Mining and Minerals Industry : An Overview

Although India has vast reserves of many minerals, it continues to be a net importer of non-ferrous metals—gold, nickel, diamonds, fertilisers, etc etc. The demand for these minerals has increased over the past few years and is expected to continue to grow rapidly. To reverse this trend, the Government has recognised the need for investments in the exploration and development of mineral deposits, and the introduction of modern technology.

India's possession of large mineral resources offers attractive opportunities for those companies involved in exploration. Our country also has a large number of well-equipped and efficient laboratories with qualified geo-scientists. What is now needed is more advanced geochemical, aeromagnetic and geophysical techniques to be adopted for mineral exploration programmes. Although the country has technically qualified personnel, a definite thrust is required in upgradation of skills, demanded by the advances in these technologies.

India is also well endowed with many minerals of which 4 are

fuel based, 11 metallic, 4 non-metallic and 20 other minor minerals. For many of these minerals, the demand-supply gap has been widening, particularly in respect of non-ferrous metals and fertiliser minerals. In the mining sector, the total value of mineral production has increased over the last 4 years from Rs 18,000 crores in 1991 to Rs 27,000 crores in 1994-95. However, it is a matter of concern that imports exceeded exports. India needs huge investments to fully exploit its mineral potential and increase their share in the GDP as well as in the global mineral market by becoming internationally competitive.

Under the present economic environment, with liberalisation of policies and procedures, there exist ample opportunities for companies that are competitive to enter the Indian mineral industries. The Government of India has taken the initiative to announce a new mineral policy and also amended the relevant Acts and Rules. The Government is now considering further relaxation in the limit of area permissible for grant of prospecting licences. There are many more measures which will be forthcoming for attracting investments into the mineral sector. The technical upgradation, I am sure, will cover related areas of electronics,

extensive use of computers, communication, business management and mineral economics.

The Indian School of Mines has a full-fledged Department of Petroleum Engineering. Petroleum is, of course, one of the vital areas for the economic development of any country. Many of the existing oil companies are undergoing tremendous change in their activities and structure. Their participation in exploration, production, refining and petro-chemical industries with advanced technical collaboration from companies abroad will increase the demand for highly skilled and trained engineers.

Our vast resources of coal and lignite are yet to be fully exploited. Because of the growing energy demand, the Government is keen that investors establish thermal power plants based on domestic coal. The inherent content of high ash in these coals requires beneficiation of the non-coking coals to bring down the ash levels for economic use at the Thermal Power Plants. Although some proposals have already been firmed up for the construction of washeries in the power sector, the huge demand for coal by the turn of the century definitely warrants the construction of pit-head washeries for many of the thermal power plants being put up. The mineral beneficiation discipline being taught in this institute needs to address itself to tackling the complex problems of washing high ash coals with the consequent problems of disposal of rejects and environmental protection measures.

The large reserves of medium

coking coals can only be used as a blend with imported coal. At Tata Steel, through continuous research and development work, it has been possible to use medium coking coal from captive mines blended with low ash imported coal for coke making. With the stamp-charged technology for coke ovens we have succeeded in producing coke of excellent quality from medium coking coal mixes. This technical innovation has given us an edge with regard to cost-competitiveness in coke making and in turn, in steel production.

Another important mineral is iron ore. India has over 10,000 million tonnes of iron ore reserves which renders a definite advantage to the iron and steel industry. Although the country has been exporting substantial quantities of good quality iron ore to many of the developed countries, including Japan, there are iron ore deposits which have yet not been exploited. The finished steel capacity in India is expected to touch over 30 million tonnes by the turn of the century and it is, therefore, of vital importance that the iron ore deposits be explored, exploited and benefitted to meet the requirement of the growth plans of the iron and steel industry, and also to meet the demand of the export market.

### **Mining and Environmental Protection**

With greater social awareness in the society for environmental protection and stricter government laws, companies have to pay greater emphasis on mining with minimum resultant environmental degradation.

Mining cannot be done at the

cost of excessive damage to the environment and the well-being of our planet. We in Tata Steel have been very conscious of this factor and right from the beginning have taken great care to plant trees, fill up excavated areas and take other steps to prevent soil erosion and control pollution.

### **The State of the Nation and the Role of Young Professionals**

Though you graduates will make your careers in the mining industry, I visualise a much larger role for you as citizens of India. We are poised on a knife's edge — on one side is the prospect of emerging as a prosperous, economic superpower; on the other side is the real danger that separatist tendencies, communal politics, and unprecedented corruption will frustrate all our hopes for the future.

The process of liberalisation has unleashed many a latent force in the country. Channelised intelligently, they can propel India to the forefront of the economically powerful countries. Consider that we have

- a) a large country with abundant natural resources,
- b) a large population providing a potentially huge market,
- c) skilled manpower and an entrepreneurial tradition,
- d) relative political stability,
- e) a well-developed industrial base, and
- f) self-sufficiency in food.

Given these strengths, and eco-

nomic freedom, there is every chance that the Indian economy will grow at unprecedented rates and soon overtake the developed countries of the western world. You could experience the excitement of living and working in this era of growth and prosperity.

But there are dark clouds on the horizon. Because of our failure to attend to many genuine grievances, we have provoked separatist movements in many parts of our country. And there is no evidence that we are alive to the gravity of the situation even today. To compound our difficulties, our domestic politics have taken a very dangerous twist. To further their political ambitions, parties are increasingly adopting extremist stances to attract attention. Their way to power is not through intellectual persuasion and mass appeal, but through extremely sectarian politicking, demolition of places of worship, outright violence, and blatant co-operation with known criminals.

How will India emerge from this situation? The answer to this very vital question lies more than even before in your hands, for in the relay of life, you are about to inherit the baton from an earlier generation. The fate of nations is not destined — but shaped by its citizens. The older generation undoubtedly failed in its task. But you can still make the difference. What started out as a "tryst with destiny" has faltered — but you can restore the right direction. What is needed is that you live your life and professional careers not just for your immediate gain — but also for strengthening the social institutions around you.

# SPREADSHEET

## ALLOCATION TO EDUCATION (2)

BUDGETED EXPENDITURE ON EDUCATION BY EDUCATION DEPARTMENTS FOR 1993-94  
RANKED IN ORDER OF PERCENTAGE OF EDUCATION BUDGET TO TOTAL BUDGET

(Rs in Crores)

Sr. No.	State/UTs	Budget of Education Department			Total State Budget	% of Education Budget To Total State Budget
		Plan	Non-Plan	Total		
1	2	3	4	5	6	7
1	Delhi	78.91	307.98	386.89	1308.44	29.57
2	West Bengal	121.38	1811.72	1933.10	7195.97	26.86
3	Kerala	38.73	1091.96	1130.69	4306.75	26.25
4	Assam	217.49	465.26	682.75	2774.50	24.61
5	Manipur	13.42	80.08	93.50	388.84	24.05
6	Karnataka	341.10	1068.41	1409.51	6588.49	21.39
7	Tamil Nadu	67.90	1702.97	1770.87	8300.88	21.33
8	Himachal Pradesh	62.68	232.27	294.95	1393.81	21.16
9	Andhra Pradesh	140.29	1520.86	1661.15	7924.66	20.96
10	Rajasthan	183.71	945.67	1129.38	5404.70	20.90
11	Gujarat	44.70	1192.41	1237.11	5947.72	20.80
12	Chandigarh	6.30	46.59	52.89	261.47	20.23
13	Tripura	25.80	107.88	133.68	662.84	20.17
14	Bihar	133.06	1327.16	1460.22	7266.19	20.10
15	Orissa	133.81	584.45	718.26	3626.00	19.81
16	Goa	13.75	70.17	83.92	429.58	19.54
17	Uttar Pradesh	253.46	2221.13	2474.59	13172.80	18.79
18	Madhya Pradesh	168.09	1034.89	1202.98	6595.04	18.24
19	Maharashtra	106.47	2123.99	2230.46	12500.64	17.84
20	Meghalaya	26.58	64.50	91.08	516.59	17.63
21	Punjab	98.16	588.76	686.92	4001.11	17.17
22	Sikkim	9.70	21.92	31.62	186.42	16.96
23	Daman & Diu	0.79	4.48	5.27	32.34	16.30
24	Haryana	75.82	379.76	455.58	2829.32	16.10
25	Pondicherry	10.44	35.37	45.81	296.70	15.44
26	Mizoram	10.79	44.39	55.18	364.88	15.12
27	Nagaland	8.63	51.36	59.99	501.30	11.97
28	Dadra & Nagar Haveli	1.20	3.86	5.06	42.96	11.78
29	Arunachal Pradesh	25.76	32.22	57.98	498.75	11.63
30	A & N Islands	3.51	21.33	24.84	206.16	12.05
31	Jammu & Kashmir	23.95	114.15	138.10	1219.05	11.33
32	Lakshadweep	1.05	7.59	8.64	78.09	11.06
ALL STATES/UTs		2447.43	19305.54	21752.97	106822.99	20.36
CENTRAL SECTOR		1308.78	847.18	2155.96	101839.00	2.12
TOTAL (CENTRE & STATES)		3756.21	20152.72	23908.93	208661.99	11.46

RELATIONSHIP BETWEEN BUDGETED EXPENDITURE ON EDUCATION  
AND NET DOMESTIC PRODUCTS OF STATES/UTs

Sr. No.	State/UTs	Year	Expenditure on Education by Education Departments	Estimates of NDP at Current prices (Rs in crore)	% of Budget of Edn. Deptt. (Rev) to Net Domestic Product
1	2	3	4	5	6
1	Andhra Pradesh	1992-93	1355.31	39704.10	3.4
2	Arunachal Pradesh	1992-93	50.67	571.70	8.9
3	Assam	1992-93	680.01	11735.60	5.8
4	Bihar	1992-93	1323.41	29341.50	4.5
5	Goa	1992-93	82.29	1222.00	6.7
6	Gujarat	1992-93	1100.63	32239.80	3.4
7	Haryana	1992-93	431.02	16391.80	2.6
8	Himachal Pradesh	1991-92	196.15	2797.90	7.0
9	Jammu & Kashmir	1992-93	138.10	3368.10	4.1
10	Karnataka	1992-93	1151.51	29121.50	4.0
11	Kerala	1993-94	1130.69	16944.60	6.7
12	Madhya Pradesh	1992-93	1118.89	32306.60	3.5
13	Maharashtra	1992-93	2305.12	75481.30	3.1
14	Manipur	1991-92	85.23	760.50	11.2
15	Meghalaya	1992-93	77.17	1070.70	7.2
16	Mizoram	1990-91	42.51	304.00	14.0
17	Nagaland	1991-92	49.46	680.50	7.3
18	Orissa	1992-93	698.07	12922.20	5.4
19	Punjab	1992-93	657.93	22499.20	2.9
20	Rajasthan	1993-94	1129.38	23302.20	4.8
21	Sikkim	1991-92	26.71	223.80	11.9
22	Tamil Nadu	1992-93	1546.19	35224.50	4.4
23	Tripura	1990-91	103.37	930.60	11.1
24	Uttar Pradesh	1992-93	2267.67	61266.90	3.7
25	West Bengal	1992-93	1515.11	41603.50	3.6
26	A & N Islands	1992-93	24.31	207.90	11.7
27	Chandigarh				
28	Dadra & Nagar Haveli				
29	Daman & Diu				
30	Delhi	1991-92	306.08	11201.30	2.7
31	Lakshadweep				
32	Pondicherry	1992-93	42.08	792.80	5.3
ALL INDIA (CENTRE + STATES/UTs)		1992-93	21369.90	556344.00	3.8

Source: Ministry of Human Resource Development Annual Report 1994-95





**BHARATI VIDYAPEETH'S  
POONA COLLEGE OF PHARMACY  
Lal Bahadur Shastri Marg, Pune-411 030**

**WANTED  
(1996-97)**

Applications are invited from eligible candidates for the following post in Bharati Vidyapeeth's Poona College of Pharmacy, Erandwane, Pune-411 038

Sr No	Subject	Professor	Asstt Prof	Lecturer
1)	<b>B. PHARM COURSE :-</b>			
	(A) Pharmaceutics/Pharmaceutical Microbiology	1	1	3(1 SC)
	(B) Pharmaceutical Chemistry	-	-	1 (SC)
2)	<b>M. PHARM COURSE :-</b>			
	(i) Pharmaceutics/Pharm Chemistry	1	-	-
	(ii) Pharm Chemistry	-	1	-
	(iii) Pharmacognosy	-	1	-

**Qualifications & Experience for B.Pharm. & M.Pharm Courses**

**1) Professor:**

- Ph D Pharmacy with First Class Degree at Bachelors or Master s level in Pharmacy "OR"
- Ph D Pharmacy with First Class Bachelor's Degree and 2nd Class Master's Degree in Pharmacy
- 10 Years experience in Teaching/Industry/Research out of which 5 years must be as Asstt Professor or equivalent

**2) Assistant Professor :**

First Class Master's Degree in appropriate branch of Pharmacy after obtaining a 2nd Class basic degree in Pharmacy with 8 years experience as lecturer at Degree level "OR"

2nd Class Master s Degree in Pharmacy after obtaining First Class basic Degree in Pharmacy followed by Doctorate Degree or equivalent published research work of high standard in appropriate branch of Pharmacy with 5 years experience in teaching at Degree level/Industry/Research

Desirable Ph D in Pharmacy

**3) Lecturer:-**

- First Class Masters Degree in Appropriate branch of Pharmacy with atleast second class Bachelors Degree in Pharmacy "OR"
- First Class Bachelors Degree in Pharmacy with higher 2nd Class Masters Degree in appropriate branch of Pharmacy

**Lecturer in Pharmaceutical Microbiology :**

- \* First Class Master's Degree in Microbiology with Second Class at Bachelors Degree and Passing of NET/SET Examination "OR"
- \* Master's Degree in Microbiology with Higher Second Class with First Class at Bachelors Degree and Passing of NET/SET Examination

M Pharm (Pharmaceutics) Candidate with experience in Pharmaceutical Microbiology will be given preference

**Scale of Pay:**

Scale of Pay for the above Posts will be as per the rules of University of Pune, Maharashtra Govt. & AICTE In case, suitable candidates from the above categories are not available, the same may be filled in temporarily by suitable candidates belonging to any other category Candidates already in service should submit their application through proper channel Candidates applying under reservation should submit one copy of the application, without enclosing testimonials, to the Deputy Registrar (Reservation Cell), University of Pune, Pune-411 007

Application on prescribed form along with attested zerox copies of all certificates and complete Bio-data should reach the undersigned within 15 days from the date of publications of this advertisement The prescribed form can be obtained from Central Office of Bharati Vidyapeeth, Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Road, Pune-411 030 on payment of Rs 25/- in Cash or by sending Self Addressed Envelope of 23 cm x 10 cm size with Rs 1/- Postage Stamp Affixed and Crossed Postal Order for Rs 25/-

**Secretary  
Bharati Vidyapeeth  
Bharati Vidyapeeth Bhavan  
Pune-411 030**

### NCTE National Lecture

"The teachers of 21st century shall be handling distinctly complex situations, while retaining several of their time tested responsibilities. To meet the new challenges, they shall need to develop a high level of professionalism. The impact and implications of modernisation on educational process are inevitable and have to be internalised by the system. Along with this, humanisation of educational process would be the uppermost requirement to achieve the objective of social cohesion, national integration and a sense of pride in being a citizen of India", said Prof. R. H. Dave, former Director, UNESCO Institute of Education, Hamburg, Germany, while delivering the first National Lecture on "Preparing Teachers for 21st Century" organised by National Council for Teacher Education (NCTE) in New Delhi recently. Attended by eminent educationists, educational planners, teacher educators and teachers, the meet was presided over by the well known educational administrator, Dr. Prem Kirpal.

Prof. J. S. Rajput, Chairman of NCTE, said that the national lecture series was aimed at generating awareness of the role of teachers and teacher educators which was critical not only in the educational institutions but for the overall growth and development of the nation in all aspects of social, cultural and economic spheres. He also highlighted the enormous tasks assigned to NCTE and sought the support of those working in the field of education at the policy level as well as at the

implementation level.

Prof. Dave, while highlighting the enormous responsibilities to be faced in the 21st century by the young teacher trainees of today, emphasised the need for creating a joyful teaching and learning environment in educational institutions. He referred to the growth of education in Indian tradition and different categories of teachers which were identified in India much before such developments occurred in any other country. In the recent decades, the number of school teachers which was around seven lakhs in 1950 has risen to 50 lakhs at this stage. This should double itself in the next 20 years. The nation would have to prepare such a large number of teachers who would need pre-service as well as in-service training at regular intervals, he felt. Several new initiatives had been launched to meet such challenges in the recent past. However, their continuity had to be ensured as in the past certain potential innovations were given up due to reasons, which were not necessarily professionally sound and academically tangible. He particularly referred to the extension service centres for teachers, which were set up in mid 50's but forgotten by the early 70's.

"The teachers of 21st century shall obviously face the consequences of technological challenges and communication revolution. It would not be long before every home becomes an electronic cottage. The pace of change shall be extremely fast and unpredictable. The teachers shall

have to develop an entirely different attitude towards the understanding of the changes and internalising their impacts and visualising their potential utility. Towards this, our strategy has to be developed which has to be intensive as well as extensive," Prof. Dave said and continued, "The teachers of tomorrow shall not remain the only embodiment authority of knowledge and wisdom. There shall be many avenues which shall bring knowledge and awareness outside the school system. Learning shall have to become a life long process. It will not be sufficient to acquire skills only once in a lifetime. These shall have to be renewed, updated and, in certain cases, replaced by entirely new ones regularly by each and every individual, who intends to identify his role as a responsible and enlightened citizen. Skills of learning to learn shall provide considerable help in these efforts. Teachers of tomorrow are likely to become more autonomous, their role as instructors will get marginalised. They shall have to function as co-learners and the process of learning shall have to be partnership based. The teacher shall have to remain ever alert to all the activities taking place in spheres other than education. Functioning information age, hi-tech age and cyber-space age shall present an entirely distinct scenario than what we have experienced so far. Technological developments shall take the shape of technological explosions. Constant alertness shall be needed everywhere, as also in the field of education and teacher preparation."

"The foremost challenge before teachers of 21st century is already visible. This is the challenge of the crisis in values in all aspects of human activity. The teachers as a community, shall have to take the responsibilities to resolve this crisis. They have to prepare themselves to resist whatever is unacceptable and undesirable to sustain the sublime aspects of humanity. In this only the teachers are capable of contributing maximum. They shall be the path breakers in the 21st century."

Dr. Prem Kirpal shared the views of Dr. Dave and highlighted the importance of establishing NCTE. He emphasised the need for continuing education on priority basis.

### **Lucknow University Convocation**

Mr. Justice Adarsh Sen Anand of the Supreme Court stressed the need to strive for making the present education system more socially relevant and equip an individual not only to face his personal challenges and realise legitimate ambitions, but also to strive towards grappling with larger issues of alleviation of poverty, upholding of personal freedoms and cultivation of democratic values. He was delivering the convocation address at Lucknow University recently. He regretted that at present the university system had buckled under the pressure of circumstances and was merely awarding degrees and diplomas, without paying proper attention to the future students. Unless all persons holding responsible posts in the universities and colleges gave a second look and took remedial measures to improve the system to

keep abreast with technological revolution and globalisation of the economy and bring about reforms, the country was bound to pay a heavy price, he added.

He said a stage had come in the evolution of the political life of the country where a rethink on some basic questions on the purpose of government and legitimacy of the choice of the form of government was becoming necessary. The people, as the political sovereign acting through their elected representatives in the legislature were supposed to control the political machinery. However, in reality the will of the people was merely set up as a mystical God in whose name the political priests of the new oligarchy struggled and ruled.

The educated and intellectuals, he said, must come forward to give the lead and not be content with their own advancement. They must discharge their debt to the nation and must not be allowed to adopt a 'couldn't-care-less' attitude

Mr. Motilal Vora, the Governor of Uttar Pradesh and Chancellor of Lucknow University who presided over the convocation, announced a grant of Rs 1.25 crore for the setting up of a legal aid hospital and laboratories at the new campus of the university on the Sitapur Road.

In his address, the Governor stressed the need for making education employment oriented and called for the opening of more technical courses. He said efforts should be made to link students to productive works. He said the aim of the government was to provide education to all, but it was a difficult task to provide jobs to all degree holders.

The Governor, who dedicated the newly constructed block of the Law Faculty in the new campus of the Lucknow University and laid the foundation stone of the administrative block and girls hostel, said the country was passing through a phase where changes were quick but imminent. He said the need was to take advantage of these changes but regretted that presently energies were being dissipated on such negative issues as religion, caste, language and regions.

Mr Vora said while there were only 16 universities in the country at the time of independence, their number had risen to 20 in this state alone. He said while the rise in the number of universities was indicative that education was being made available to all, what was more important was that these universities were producing noted scientists, and intellectuals in the field of art, culture, literature and law.

At the convocation degrees were conferred on 2,355 students. The Chancellor awarded medals and prizes to 111 candidates. In addition to these, D.Litt, LL.D., Ph.D and M.Phil degrees were awarded to 102 candidates while 172 students from the Faculty of Medicine and Dental Sciences were awarded degrees of D.M., M.Ch., M.D., M.S. and M.D.S.

The Chancellor also conferred the Degree of Doctor of Law (Honoris Causa) along with a citation on Justice A.S. Anand, who was the chief guest on the occasion. The degrees of Doctor of Letters (Honoris Causa) were conferred on Mr R. K. Trivedi and Mr R. N. Malhotra while Prof A. S. Paintal and Prof S. K. Khanna were awarded the degree of Doctor of Science (Honoris Causa).

## **Orientation Programme for Study Centre Coordinators**

A one-day Orientation Programme was recently organised in Shillong for the Coordinators and Asstt. Coordinators of the Study Centres falling under IGNOU Regional Centre, Shillong.

Dr. R.C. Sharma, Regional Director, in his keynote address, stressed the importance of the Study Centres as vital academic units where both the Coordinators and Academic Counsellors played the crucial role of facilitators. He outlined the philosophy and significance of Distance Education systems especially in the context of disadvantaged learners in North East India. Dr. Sharma critically examined the diversified/approach to Study Centres in the light of new proposals such as (a) Special Study Centres, (b) recognized Study Centres, (c) Programme Study Centres, (d) franchised Study Centres, (e) Satellite learning centres, and (f) distant learning facilitators.

All these, he said, were attaining cardinal importance in view of new programmes launched, teleconferencing networking and reaching out to distant learners and the disadvantaged in remote areas.

He also emphasised the need for quality control of counselling sessions and said that the coordinator of the Study Centre had a dual role to play, (a) that of an administrator, and (b) of a public relations officer.

Ms Ila Das, Consultant, spoke on student support vis-a-vis monitoring counselling sessions through counselling session re-

ports. She emphasised the need for regular and timely submission of counselling session reports in the prescribed format by the first week of every month. She pointed out some of the lacuna in filling up such reports such as (i) Counselling sessions not held (the reasons) (ii) Whether these were intensive or normal counselling sessions (iii) Code of Audio Video cassettes not recorded (iv) Non submission of reports, etc.

Dr. A.S. Guha, presented a chart on Academic Counselling. He said the need of the hour was innovation in academic counselling. For example, he said that each counselling session was a format and these formats could be changed from time to time by having group discussion, role plays, brainstorming sessions, part lecture, part discussion method, etc. All this, he said, would depend upon the imaginative skills of the Academic Counsellor. For too long, he said, the Counsellor had depended on the lecture method and this called for a fresh appraisal and renewal/change of strategy. He urged all coordinators to motivate the learners to view/listen to video/audio cassettes.

A video cassette on the methods of evaluation which has been received recently by the Regional Centre was shown to all participants. Shri Ashwini Kumar, Asstt. Regional Director, explained that there was a three tier system of evaluation, i.e. (i) Self check exercises, (ii) Assignments, (iii) Term-end-Examinations. He highlighted the importance of self check exercises which could serve as a rehearsal for doing the assignments and sharpening study skills in that aspect.

Focussing on the importance of evaluating assignments in a proper manner, Shri Kumar said that the evaluated assignment was a teaching tool and would serve as a corrective to the distant learner. He cited the example of two types of comments (a) margin (b) global. Both were important as effective teaching tools, he said. While the former was edifying and instructive, the latter justified the grades awarded. Shri Kumar gave examples of assignments actually evaluated to show that the global comments given did not justify the grades/marks awarded. In fact in certain instances the comments contradicted the marks and vice versa. He then elucidated upon the nine types of comments always suggested by distance education experts as proper tutor comments.

In a discussion on the utilisation of resources at all Study Centres, Dr. Guha made two broad points (a) The resources in the Study Centre should be essentially geared towards enriching the quality of student support services, (b) Resources in the Study Centre could be basically divided into two categories i.e. (i) Academic and (ii) Administrative. However, the two were interconnected. The academic staff would perform administrative functions and vice versa, he said.

Dr. Guha spoke briefly on (a) Library facilities, (b) Counselling sessions, (c) Problems faced by the students, (d) Personal problems of the learners, and (e) Guidance from all Study Centre staff. He pleaded for an empathetic treatment of all learners whether at the pre-entry or at the post entry stage and said the Study Centre staff which included all Academic Counsellors were the friend,

philosopher and guide of the student.

### **JNU Joins Global Varsity Network**

The Jawaharlal Nehru University has joined a Global Network of selected Universities of the world via the Internet. The Executive Heads of selected universities, who met in January in Italy decided to set up a worldwide Electronic Web on Internet of their respective universities. Under this arrangement JNU scholars will have access to communication and database facilities globally, both at JNU and while visiting these universities.

Representatives of these universities will meet in Mexico in May this year to operationalize real time electronic sharing of the first Global classrooms and seminars.

JNU with its specializations in areas like history, life sciences, development economics, polity and society, as also its language and culture specialization and international studies, amongst other areas, will offer its special interests and gain from virtual access to databases through real time to some of the great universities of the world.

The Universities of the network include JNU, University of Florence, University College, Dublin, University of Paris, University of Bonn, University of Amsterdam, European University Institute, Florence, National Autonomous University, Swiniski, University of Warsaw, and UNICA.

JNU has already been given access to Internet by the Department of Electronics and also has a powerful Sony Multi-Media Unit for such work

### **NCSTC National Awards**

The National Council for Science and Technology Communication (NCSTC) have announced National Awards for Science Popularisation for the year 1995.

NCSTC national award of one lakh rupees has gone to Prof A.K. Bhatt, Head, Department of Physics, Vijaya College, Mulki, Karnataka, for the Best Effort in Science Popularisation. Prof Amalendu Bandyopadhyay, Birla Planetarium, Calcutta, jointly with Dr. R.D. Sharma, Director (Publications), ICAR, New Delhi share the NCSTC National Award of Rupees fifty thousand for Best S&T Coverage in the Mass Media. Shri Sundershan Khanna, Designer, National Institute of Design, Ahmedabad, jointly with Shri Dilip M. Salwi, Scientist, PID (CSIR), has won the NCSTC national award of Rupees fifty thousand for Best Efforts in Science Popularisation among Children. Shri Nani A. Palkiwala, renowned jurist, delivered the NSD lecture on a "A Holistic View of the World" at the IIT Delhi. The lecture was preceded by felicitation of the Science Popularisation award winners by Prof V.S. Raju, Director, IIT, Delhi.

### **IGNOU Teleconferencing Facility**

Researches have indicated that the multi-media instructional strategies can become more meaningful and effective if these are interactive. IGNOU is now using teleconferencing facilities on a regular basis for this purpose. The teaching-end has been established at IGNOU's main campus and receiving-ends at all

the 16 Regional Centres at Ahmedabad, Bangalore, Bhopal, Bhubaneshwar, Calcutta, Cochin, Delhi, Hyderabad, Jaipur, Karnal, Lucknow, Madras, Pune, Patna, Shillong, Shimla, three state open universities located at Hyderabad, Nasik and Kota and a Study Centre located in remote area i.e. Kavaratti. Students can go to these centres where extended C-Band Dish Antennae are available to receive the programmes.

Students have an excellent opportunity to view the programmes and ask the questions to the experts either through telephone or fax. They can clarify their doubts and get the immediate response from the experts.

National Network of Door-darshan, during the month of April 96 will telecast IGNOU programmes from 6.30 A.M. to 7.00 A.M. Bachelor Degree Programme every Monday, Diploma and Certificate Courses every Wednesday, and Management Programmes every Friday.

On the 3rd Wednesday of every month, a programme entitled "Open Channel" is being telecast which includes replies to the students letters, interviews of eminent personalities and general programmes.

### **Prof. Khosla on IUFRO Executive Board**

Prof. P.K. Khosla, Director Extension Education, Dr YS Parmar University of Horticulture and Forestry Solan, has been nominated to the Executive Board of International Union of Forestry Research & Organizations (IUFRO) for the five years term by the IUFRO President Dr Jeff Burley. This distinction has been bestowed upon Prof. Khosla for his



outstanding contribution in the field of forestry teaching and research in the Indian sub-continent.

The IUFRO executive board, comprising twenty members, organizes the global forestry activities for 15,000 scientific members belonging to 700 research institutes. It offers an unique platform for the cross fertilization of ideas and promotion of forestry at the global level. This organization caters to the forestry needs through 300 odd working groups in different disciplines of forestry which meet at different places in the world

Prof. Khosla who recently participated in XXXIV IUFRO Executive Board meeting held in Vienna, Austria and Sporon, Hungary said that after becoming the member of Executive Board of IUFRO he would be in a better position to present the Indian Scenario before this global body, that without the participation of people for meeting their aspirations the forestry research could not make any impact in the region. He hoped that the Indian sub-continent would play a big role in the exchange of ideas and dissemination of research findings at the International level to maintain the global ecosystem.

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## *News from Agricultural Universities*

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### **Role of Agricultural Engineers**

"Agricultural Engineers have to play a significant role in land and water management in area of agro-industrial development, agricultural mechanisation, command area development, watershed management as also post-harvest technology" observed Sardar Harpal Singh, Minister for Agriculture, Haryana. He was speaking as chief guest at the annual prize distribution function of the Agricultural Engineering College of Chaudhary Charan Singh Haryana Agricultural University (CCSHAU) in Hisar recently. He said that today when water table rising and as also decreasing had become a problem for different areas, enhanced agricultural production had become a matter of concern to the scientists and agricultural policy planners. The increasing population and decreasing land holdings have further aggravated the situation. Under these challenging circumstances, agricultural engi-

neers had to come out with their new strategies of deriving maximum advantages in achieving desired output of crop yield. They have to play a vital role to identify the specific area of challenge and offer socially acceptable and mechanically viable solutions and technologies. Shri Harpal Singh invited the attention of agricultural engineers towards rural industrialisation and urged them to involve village artisans in their farm implements manufacturing programmes

Dr. S. Arya, Vice-Chancellor, who presided, disclosed that to tackle the problem of irrigation water management of the state, the university engineers had initiated research work on improved on-farm water management technology like land levelling, adoption of improved method of irrigation and drainage, construction of engineering structures for water conservation practices, water harvesting and management and

watershed and land development. He regretted that nation's 10 per cent total foodgrain production and 25 per cent of the total fruits and vegetable was wasted due to lack of knowledge on post-harvest technology on the part of producers. To minimise these losses by proper storage and handling of farm produce priority had been given to the researches on harvest and post-harvest technology for processing of grains, vegetables and animal products etc. He said that to meet the increasing demand of energy, our conventional source of energy such as coal, oil and natural gas were depleting at a faster rate. Therefore, research and extension efforts had been directed to exploit the alternate non-conventional sources of energy such as solar energy, wind energy and bio-energy, he added

Dr. R.S.R. Gupta, Dean, College of Agricultural Engineering and Technology (COAE&T), in his report, said that since its inception in 1992, the College had produced 60 agricultural engineers. He said that from the current session, M.Tech course (P.G.) programme had been started at the college. To expose the pass out students in use, operation and maintenance and manufacturing of different agricultural implements and manufacturing processes and design, they were sent out to different organisations and institutions for 8 weeks summer session. For the career guidance and placement of the university degree holders, a Placement Cell had been opened at the College which arranged campus interviews and walk-in-interview by leading manufacturers.



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## *News from AICTE*

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### **Visiting Professors**

The AICTE (All India Council for Technical Education) has introduced a Scheme of Appointment of Visiting Professors. The main objective of the scheme is to supplement and provide expertise to the teaching/research in those areas in which the host institution does not have the expertise.

The Scheme shall cover Engineering, Technology, Architecture, Town Planning, Management, Pharmacy and Applied Arts and Crafts and such other programme or areas as the Central Government may declare in consultation with the Council, by notification in the Official Gazette

The eligibility and other conditions of the Scheme are as under.

1. A Visiting Professor shall be an eminent scholar in his field. Generally a person who is holding the post of a Professor shall be considered for appointment as Visiting Professor.
2. In case the host Institution desires to appoint any other person other than the professor or a person who has attained the age of 62 years or more under this scheme, the Institution shall send the bio-data of the candidate with justification, etc, to the Council and obtain prior concurrence of the AICTE.
3. A person who has been appointed and acted once as a Visiting Professor for a period not less than three months and or up to one year shall

not be reappointed by the same Institution. A professor shall not be appointed as a Visiting Professor in the same Institution in which he/she holds a post immediately before or after superannuation.

4. Visiting Professor appointed from within the country shall be paid travel expenses in accordance with the normal rules of the University limited to T class by air. He would be entitled to a lump sum payment of Rs. 5,000/- to Rs. 7,500/- per month to be determined by the University screening committee and as approved by the Vice-Chancellor
5. It is expected that when a serving person is appointed as Visiting Professor the parent University shall give him/her academic leave without pay
6. It is expected that the host University shall provide accommodation to the Visiting Professor in the University Guest House free of charge
7. The same person may not be invited as Visiting Professor more than once in a year in the same University/Institution.
8. The maximum tenure of appointment of a Visiting Pro-

fessor shall be one year and the minimum not less than three months.

9. The tenure of a person appointed as a Visiting Professor from outside the country shall not be less than two weeks and not more than three months.

Persons so appointed from outside the country is entitled for :

- a) No international travel fare will be payable.
  - b) Payment of daily allowance not exceeding Rs. 200/- per day for visits upto one month. For visits of more than one month and beyond, the honorarium will be Rs. 7500/- p.m
  - c) Travel expenses to the maximum of three places to visit Universities/Institutions to deliver extramural/state of art Lectures
10. In case a person is already serving in an Indian University/Institution appointed as a Visiting Professor, the payment to him will include the existing pay plus all allowances as admissible, plus 20% of the basic pay as honorarium. The contribution towards his/her pensionary benefits/CPP as per rule will also be payable.
  11. The host University/Institution shall also send a brief report of the benefits accrued to the University/Institution by such appointment of Visiting Professor(s)

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## *News from UGC*

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### **Countrywide Classroom Programme**

Between 15th April to 21st April, 1996 the following schedule of telecast on higher educa-

tion through INSAT-ID under the auspices of the University Grants Commission will be observed.

The programme is presented in two sets of one hour duration each every day from 6.00 a.m. to 7.00 a.m. and 1.00 p.m. to 2.00 p.m. The programme is available on the TV Network throughout the country.

#### **1st Transmission**

**6.00 a.m. to 7.00 a.m**

**16.4.96**

"Physics and Technology of Sensors - Part V Humidity and Moisture Sensors"

"Lucknow - The City of Monuments"

"Prawn Farming - II Technology of Prawn Farming"

**18.4.96**

"Silver Magic - Part I"

"Teaching through Media - Part I"

"Perspectives in Persian and Urdu on Indian Religions"

**20.4.96**

"New Horizons"

"Perception on Gender"

"Wasteland"

**21.4.96**

"Design - Part III - Process"

"Michelangelo"

"The Week Ahead"

#### **IInd Transmission**

**1.00 p.m. to 2.00 p.m**

**15.4.96**

"The Week Ahead"

"Question Time"

"Human Resource Development - Part 4: Placement"

**16.4.96**

"Saffron Saga"

"Ways of Thinking - SEP - Part 6: Making Space"

"Save a Life"

**17.4.96**

"The Images and Icons of Osian"

"Iron Metabolism"

**18.4.96**

"New Era of Science and Technology"

"Optical Properties of Minerals in Transmitted Light - Part 1"

"Literature and Society - Part 2: Renaissance - View of Man"

**19.4.96**

"Interpolation Polynomial - Part 6"

"We the People - Part 5: Poverty Plan and the Constitution"

"Green House Effect"

**20.4.96**

"Irshad Panjatan - Part I: The Pantomme"

"Perspectives on Mountain Tourism: Badrinath Zone - Part I: Tourism Resources"

"How to Face an Interview - Part - I"

Islamic Calligraphy through the Ages - Part I"

#### **Hindi Telecast**

**प्रातः 6.00 से 6.30 बजे तक**

**15.4.96**

"विरुपण प्रवाहिकी"

"बुनियादी शिक्षा"

**17.4.96**

"मुकाबला एक भू-स्खलन का"

"जिहाद पोलियो के खिलाफ"

**19.4.96**

"चोला मंदिर चतुर्थ - भाग - 1"

tee is expected to make recommendations on how the shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the UK over the next 20 years. The committee will make appropriate arrangements to take account of the distinctive features of higher education in different parts of the UK.

According to Mrs. Gillian Shephard, Secretary of State for Education and Employment, "The Enquiry has been asked to make recommendations on how the shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the UK over the next 20 years.

The committee should have regard, within the constraints of affordability and the Government's overall spending priorities, to the following principles:

- \* there should be maximum participation in initial higher education by young and mature students and life-time learning by adults insofar as this can be shown to be consistent with the needs of the nation and the future labour market

- \* students should be able to choose between a range of courses, institutions, modes and locations of study

- \* standards of degree and other higher education qualifications should be maintained and assured

- \* the quality and relevance to employment needs of teaching and learning and higher education's contribution to basic, strategic and applied research should be enhanced to match international standards of excellence

- \* arrangements for student support should be equitable and not distort students' choices inappropriately.

The committee should report by summer, 1997."

## **News from Abroad**

### **British Higher Education Under Review**

A national committee is reported to have been appointed to review higher education in Brit-

ain and advise on its development. The committee is headed by Sir Ron Dearing. The Commit-

## BOOK REVIEW

### A Fascinating Monograph

R Gopalakrishnan\*

M.A. Mehendale. *Reflections on the Mahabharata War*. Shimla, Indian Institute of Advanced Study, 1995. Pp.65. Rs. 75.00

Generally war is criticised as a necessary evil and people have contemptuous opinion about war due to its devastating effects. But the Mahabharata war is rejoiced at for the reasons, methods and effects. This small monograph by M.A. Mehendale is really fascinating, since within the short exposition of three chapters, the author has brought forth his reflections on the Mahabharata war succinctly. The war in this grand epic is symbolically depicted as the war between good and evil and good will finally triumph. The well-knitted characters in this epic have their own justification or appropriate reasons to engage in the war to settle their score in one way or the other.

'Is the Mahabharata war a *dharma-yuddha*?' is the question before the author. He commences his work by analysing and evaluating the answers to this question. For, akin to *ksatriya-dharma* Arjuna begins to kill his kith and kin-turned enemies, at the behest of Lord Krsna, as a resistance to injustice inflicted on the Pandavas by the Kauravas. The '*dharma-yuddha*' is based on justice and rule and the author highlights the various rules (generic and specific) and *dharma*s such as issuing of challenge, verbal duels, combat

between equals etc, some of which are followed by both sides, while a few violated. The author also gives suitable illustrations to substantiate his claim. He concludes this chapter by making a categorical assertion that the "Mahabharata War" cannot be called a *dharma-yuddha*, the heroes on both sides having to share the responsibility for this (p 23).

The author proceeds to interpret the various meanings of the word '*Yogesvara*' occurring in the *Bhagavad Gita* such as 'the master of the yoga sastra', 'the Lord of the yoga', 'the master of the yoga philosophy', 'the master of the technique of yoga', 'one who is the master of greater power'. After a careful consideration and analysis of the war events, rela-

tion between the charioteer and the chariot, war techniques etc, the author concludes that 'the word *Yogesvara* means the master of war strategies' (p.40). For the major role of Lord Krsna is to persuade Arjuna to win the war against the Kauravas.

The Pandavas had only one *Yogesvara* (Krsna) where as the Kauravas had several advisers, but none of them had been called *Yogesvara* in the true sense of the term. The author has classified the efforts of the Kauravas to defeat the Pandavas into three phases such as (a) Before the war, (b) During the war proper, and (c) Aftermath of the war. The first phase covers the clever role played by Sakuni by way of inviting the Pandavas for the dice and its culmination in war. The second phase begins with Bhishma as the commander of the army, but nothing worthwhile to mention of any special strategy or yoga suggested by him for victory. However, Drona becomes the commander whose technique of arranging a *chakravyuha* to capture



#### INDIAN INSTITUTE OF TECHNOLOGY KHARAGPUR

##### PH.D PROGRAMME & RESEARCH ASSOCIATESHIP

Applications are invited before 3rd May, 1996 for admission to the Ph.D programme in all disciplines of Engineering, Technology, Management, Science, Architecture & Regional Planning, Humanities & Social Sciences. Candidates with valid GATE score or NET (only for Humanities) can be admitted against vacant seats with Institute research assistantship.

##### SPONSORED & SELF-FINANCING CANDIDATES

Qualified candidates (with or without GATE scores) may also apply for admission as (a) candidates sponsored by a recognised organisation or (b) self-financing candidates.

Application forms and related information may be had from the Assistant Registrar (PGR), IIT, Kharagpur - 721 302 by sending a self-addressed envelope (24cm x 15cm) plus Rs.100/- by demand draft drawn in favour of IIT, Kharagpur on State Bank of India, Kharagpur - 2.

##### RESEARCH ASSOCIATES

Candidates who have a Ph.D degree and intend to carry out advanced research work may apply for a Research Associateship on plain paper with complete bio-data and a fee of Rs. 100/- by crossed demand draft and mail it to the same address.

\* Reader, Radhakrishnan Institute for Advanced Study in Philosophy, University of Madras, Madras - 600 005.

Yudhisthira resulted in the killing of Abhimanyu. Then Karna's strategy to kill Arjuna, Salya's advice as the charioteer, Karna's over confidence, Karna's death etc are well portrayed.

As the post war strategy we could see the owl being characterised as the *Yogesvara* to Asvathama which resulted in the hasty nocturnal incident of killing the five sons of Draupadi and others who were asleep.

It does not look sound to attribute the epithet '*Yogesvara*' (the title '*Isvara*' is really having a divine fervour) to Sakuni, the very embodiment of wickedness and to an owl whose behaviour is natural and instinctive. However, the author tries to justify through his basic presupposition *viz*, '*Yogesvara*' means the master of war strategy. In the case of Sakuni 'the game of dice and war were the two legitimate means available to the epic Ksatriyas to deprive their opponents of their belongings' (P 47). The author makes use of Nala episode to illustrate his argument. The owl as an *yogesvara* leading to senseless killing implies the nemesis or retributive justice (P 57).

The author concludes his work by comparing and contrasting the Mahabharata war with that of the Ramayana War. In the Ramayana war there is no single instance of the employment of a yoga which involved some kind of *anyava* or *adharma* as in the Mahabharata. Ramayana war has better claims to be called a *dharmayuddha* than the Mahabharata war (P 65).

Though this view is interesting, the author, however, has not attempted to justify the much discussed and debated war between Vali and Sugriva where Rama killed Vali by hiding himself

Though Vibhisana is hailed as the *yogesvara* in the Ramayana by the author, still several critics treat him as the traitor who deserted his brother Ravana during the time of crisis and joined the enemy's camp. In this connection Kumbakarna's attitude is highly appreciated for his sacrifice for

his elder brother, even though he advised him against evil deeds.

On the whole, this small monograph contains the reflections of the author on Mahabharata war which can be considered by scholars to ponder over further and reflect upon his findings again.



## UNIVERSITY OF DELHI DELHI - 110 007

Applications on the prescribed forms are invited for the following posts in the scale of pay of Rs. 4500-150-5700-200-7300 with allowances and other benefits as admissible so as to reach the Registrar, University of Delhi, Delhi-110 007 latest by April 25, 1996.

### 1. LIBRARIAN

**Qualifications :** An eminent professional scholar with published work of high quality actively engaged in professional field including servicing and organisation of large scale research activity, learning and information service. Ten years experience of library and information field in a responsible capacity.

OR

An outstanding professional scholar with established reputation who has made significant contribution to knowledge, professional service to research and learning.

### 2. UNIVERSITY ENGINEER

**Qualifications :** Graduate in Civil Engineering from a recognised University possessing good working knowledge of Electrical Engineering.

At least 15 years experience in R.C.C design, cost estimation and in designing, constructing and maintaining buildings, roads and utility services like water supply, sanitary, gas and electric installations and sewage system etc. Must have at least 10 years administrative experience in responsible posts, should be conversant with contract law and P.W.D. accounting procedure.

The persons who are on the verge of retirement or have retired recently as Superintending Engineer or equivalent rank from the Central Public Works Department or State Public Works Department may also apply. The age of superannuation in the University is 60 years.

**Note :** 1. It will be open to the University to consider names of suitable candidates, who may not have applied,

2. Relaxation of any of the qualifications may be made in exceptional cases on the recommendations of the selection committee;

3. Canvassing in any form by or on behalf of the candidates will disqualify the candidates;

4. Candidates called from outside Delhi will be paid to and from single second class rail fare,

5. University reserves the right not to fill up any of these posts.

Application form can be obtained from the Establishment-IV, (Room No. 205), New Administrative Block, University of Delhi, Delhi-110 007 from 10.00 a.m. to 12.30 p.m. and 2.00 p.m. to 5.00 p.m, on all working days either personally or by sending a self addressed and postage stamped envelope worth Rs. 8/- (size 13 cms x 28 cms.).

Prof. S.K. WASAN  
Registrar

Date . March 22, 1996



# INDIAN INSTITUTE OF TECHNOLOGY KHARAGPUR

**Advertisement No. R/1/96 dated 20 March, 1996**

Applications are invited from the Indian Nationals for the following posts:

**1. REGISTRAR (Rs. 4500-150-5700-200-7300)**

(The appointment is for a tenure of 5 years which may be renewed for a similar term.)

**Qualifications & Experience :** A postgraduate degree with at least 55% marks or its equivalent grade. At least 15 years of experience as Lecturer/Reader of which 8 years should be in Reader's grade with experience in Educational Administration; OR Comparable experience in research establishments and other institutions of higher education, OR 15 years of administrative experience of which 8 years as Deputy Registrar or an equivalent post

**2. DEPUTY REGISTRAR (1 SC) (Rs. 3700-125-4850-150-5700)**

**Qualifications & Experience :** A postgraduate degree with at least 55% marks or its equivalent grade. At least 8 years of experience as Lecturer in a college or a university with experience in Educational Administration; OR Comparable experience in research establishments and other institutions of higher education, OR 8 years of administrative experience of which 8 years as Assistant Registrar or an equivalent post/scale.

**3. ASSISTANT REGISTRAR (2 Genl) (Rs. 2200-75-2800-100-4000)**

**Qualifications & Experience :** A postgraduate degree with at least 55% marks or its equivalent grade. Minimum 8 years of administrative experience, out of which 5 years should be in a supervisory capacity including experience in Computer Systems & Applications

**IMPORTANT :**

For Positions 1, 2 and 3 preference will be given to candidates with additional qualification in the area of Management/Chartered accountancy/costing/computer applications and those with some work experience in Academic/ Finance and Accounts and Personnel Departments of large Technological Institutions.

**4. LIBRARIAN (Rs. 4500-150-5700-200-7300)**

**Qualifications & Experience :** A postgraduate degree in Library Science/Information Science/Documentation with at least 55% marks or its equivalent grade and a consistently good academic record. One year specialisation in an area of Information Technology/Archives and Manuscript keeping. Master's degree in an area of thrust in the institution, and at least 10 years experience as a Deputy Librarian in a University Library or 15 years experience as a College Librarian. Evidence of innovative library service and organisation of published work.

Candidates satisfying the above requirements and on the verge of retirement will be considered for contractual appointment for a mutually acceptable period.

**5. DEPUTY LIBRARIAN (1 Genl and 1 SC) (Rs. 3700-125-4850-150-5700/-)**

**Qualifications & Experience :** A postgraduate degree in Library Science/Information Science/Documentation with at least 55% marks or its equivalent grade and a consistently good academic record. One year specialisation in an area of Information Technology/Archives and Manuscript keeping. Master's degree in an area of thrust in the institution, and 8 years experience as an Assistant Librarian in a University Library or College Library, and evidence of innovative library service, published work and professional commitment.

**6. ASSISTANT LIBRARIAN (1 Genl 1 SC) (Rs. 2200-75-2800-100-4000/-)**

**Qualifications & Experience :** A postgraduate degree in Library Science/Information Science/Documentation with at least 55% marks or its equivalent grade and a consistently good academic record. Or Master's degree in Arts/Science/Commerce or equivalent degree with at least 55% marks or its equivalent grade with Bachelor's degree in Library Science/Information Science/Documentation or an equivalent professional degree with at least 55% or its equivalent grade plus a consistently good academic record.

**IMPORTANT :**

For Positions 4, 5 and 6 above preference will be given to candidates with M.Phil/Ph.D. degree in Library Science/Information Science/Documentation/ Archives and Manuscript keeping and also for candidates with experience in library automation and Library networking.

**7. ENGINEER (1 ST) (Rs. 2200-75-2800-100-4000/-)**

**Qualifications & Experience :** B.Tech./ B.E in civil engineering with at least 3 years experience in construction and maintenance activities of civil works and public health engineering in any reputed organisation.

**8. SYSTEM ANALYSTS/SCIENTIFIC OFFICERS/PROGRAMMERS (Rs. 3000-100-3500-125-5000/-) Higher scale of Rs 3700 - 5700 will be offered to meritorious candidates with good academic attainments and experience.**

**Qualifications & Experience :** Ph.D. with first class in preceding degree and three years of experience OR M.Tech with first class and at least 5 years of experience. Experience should be in the areas of in programming related to

systems and application software; Educational Technology, Educational Measurement/ Instructional Design, Educational video film production/editing/script writing.

**9. MEDICAL OFFICER. (Rs. 3000-100-3500-125-4500)**

**Qualifications :** M.B.B.S. degree from recognised university followed by compulsory rotating internship and at least 8 years experience in a recognised hospital. For applicants with P.G. degree/Diploma experience relaxable by 2/3 years. Preference will be given to candidates with M.D. in General Medicine and with administrative experience as head of a hospital.

Doctors who have retired recently at the age of 58 or on the verge of retirement as Sr. Medical Officers and with administrative experience will also be considered for appointment on contract basis for a period of two or three years.

Position carries other benefits such as NPA and rent free accommodation. Those not found suitable for being appointed in the above scale will be considered for appointment in the scale of Rs 2200-4000

**GENERAL INSTRUCTIONS :**

1. All the appointments above could be made on a tenure basis for periods of 3-5 years (renewable for similar terms) at the discretion of the Selection Committee
2. Pay carries D.A. as per Institute Rules
3. The qualifications and experience prescribed are the minimum and mere possession of the same does not entitle a candidate to be called for interview
4. Candidates called for test/interview will be paid second class to and fro railway fare by the shortest route
5. Applications should be accompanied with a crossed Demand Draft for Rs 50/- drawn in favour of "IIT, Kharagpur" payable at State Bank of India, Kharagpur, towards application fee and other incidental expenses. SC/ST candidates are exempted from paying application fee
6. Candidates who possess the requisite qualifications and experience may submit their applications on plain paper giving details of educational qualifications with marks/grades, experience with name of organisation served, post held, scale of pay and present salary to the Registrar IIT, Kharagpur-721 302 so as to reach on or before 10th May, 1996.

**S. Chander  
REGISTRAR**



## **S.N.D.T. Women's University**

1, Nathibai Thackersey Road, Mumbai-400 020.

**Advt. No. 2 of 1996**

### **RECRUITMENT OF SC/ST/DTNT/OBC CANDIDATES**

Applications are invited for the following positions to be filled in at Mumbai and Pune Campuses of the University. Forms are available on payment (cash or by money order of Rs 25/- for academic and Rs 15/- for non-academic positions) from the above address on all working days between 10.30 a.m. to 2.30 p.m.

#### **ACADEMIC POSITIONS**

**A. READER IN SPECIAL EDUCATION (For SC-VI)--** Ph.D. in Special Education/Mental Retardation with eight years experience of teaching and/or research (of which a maximum three years could be work for research degree) essential. Candidates from outside the University system in addition shall also possess at least 55% marks or an equivalent grade at the Master's Degree level. **Salary Scale:** Rs 3700-125-4950-150-5700 plus admissible allowances. Total emoluments Rs 9630/- p.m.

**B. LECTURERS POSITIONS (All reserved—Backlog)**

**Basic Qualifications :** Good academic record with atleast 55% marks or an equivalent grade at Master's Degree level in the relevant subject from an Indian University or an equivalent degree from a foreign University and should have cleared the eligibility test for Lecturers conducted by UGC, CSIR or similar test accredited by the UGC, - unless the candidate has cleared UGC/CSIR, JRF Examination or holds M.Phil. Degree obtained prior to 31.12.1993 or holds a Ph.D. Degree/submitted Ph.D. thesis by 31.12.1993.

**Note :** Failing availability of above candidates, the applications of the candidates those who have atleast 55% marks at Master's Degree level will be considered eligible and such selected candidates will be appointed on adhoc basis till they clear NET/SET Examinations.

**Salary Scale :** Rs 2200-75-2800-100-4000 plus admissible allowances. Total emoluments Rs 6062/- p.m.

**(a) LECTURERS IN :** (1) Education (for SC-VII) M.A., M.Ed. with Hindi/History as Special Methods (Medium Marathi), (2) Education (for ST-III) M.A. M.Ed. with Hindi/History / Geography/ Economics as Special Methods (Medium Gujarati), (3) Education (for ST) M.A. M.Ed. Marathi & History/Geography Method (Medium Marathi), (4) Education (for SC-III) - M.A. M.Ed. with Hindi and Gujarati as Special Methods (Medium Gujarati), (5) Education (for SC) M.A., M.Ed. with Gujarati/Economics/Hindi as Special Methods (Medium Gujarati), (6) Education (for Special Category) - M.A., M.Ed. with English & Hindi Methods (Medium Marathi), (7)



**Special Education (for SC-II) - M.A., M Ed. in Special Education (Medium English), (8) History (for ST-II) - M.A. in American or East Asian History preferred (Medium Marathi & English), (9) Commerce (for SC-II) - M.Com. (Medium English), (10) Accountancy (Two posts - 1 for SC-II and 1 for OBC current) - B Com plus C A. (Medium English), (11) Psychology (Two posts for SC-II) Medium Marathi and one post against IIT Medium English & Marathi (for SC/ST/DTNT/OBC) - M.A. Psychology, (12) Hindi (for SC-II) - M.A. in Hindi, (13) Music (for SC-II) - M.A. in Music/M.F.A. (14) Music (P.G. Pune for SC) - M.A. in Music/M.F.A. Specialisation in Hindustani Classical Music preferred (Marathi), (15) Economics (P.G. Pune for OBC) M.A. in Economics with knowledge of quantitative methods (Medium Marathi & English), (16) Economics (Pune) (for SC-II) - M.A. in Economics (Medium English & Marathi), (17) Gujarati (Non-vacational) (for SC-II) - M.A. in Gujarati, experience in research project essential, (18) English (Pune) (for DTNT-V) - M.A. in English with specialisation in English Literature, (19) English (Pune) (for ST-IV) - M.A. in English, (20) Food Science & Nutrition (Pune) (for SC-V) - M.H.Sc. in Food Science & Nutrition (Medium English & Marathi), (21) Library Science (for DTNT-IV) - M.Lib.Sc., (22) Pharmacy (for SC-IV) - M.Pharm in Pharmacy, (23) Nursing (Four posts for SC-2-IV-ST-1-IV, DTNT-1-IV) - M.Sc. Nursing with any of the Specialisations in Community Health/Paediatric/Psychiatric/Medical Surgical/Obstetric Nursing preferred, (24) Language Teaching (for SC-IV) M.A. in English/Marathi/Gujarati with Diploma in Linguistics essential or B.A. with Marathi/Gujarati/English and M.A. in Linguistics, (25) Sanskrit (for SC-II) - M.A. in Sanskrit (Medium Marathi), (26) Education (for SC-II) - M.Ed. with Educational Technology/Research in Educational Technology, (27) Art & Painting (Pune for ST) - M.A. in Art & Painting with specialisation in portrait composition and History of Arts preferred, (28) Marathi (for SC) - M.A. in Marathi, (29) Statistics (for OBC) - M.Sc. in Maths or Statistics with knowledge of Computer, (30) Instrumentation (for ST-non-vacational) - Master's Degree in Electronics/Instrumentation. The candidate has to look after Lab Instruments, Electronics equipments, their service & maintenance, (31) Computer Science (Temp.-likely to be permanent for SC/ST/DTNT) - Master's degree in Computer Science/Maths/Stats/Physics/Applied Physics/Electronics Instrumentations or any equivalent degree**

#### **(b) LECTURERS ON HALF SCALE BASIC**

**Lecturers in : (1) Family Resource Management (Pune) (for SC/ST/DTNT/OBC) - M.H.Sc. in Family Resource Management (Medium Marathi) (2) Commerce (Pune - for SC/ST/DTNT/OBC) - M.Com. (3) Art & Painting (Pune for SC/ST/DTNT/OBC) - M.A. in Art & Painting**

**(c) OTHER TEACHING POSITIONS (Qualifications required as specified against the posts) (1) Lecturer in Pharmaceutics (for SC-II) - First Class Master's Degree in Pharmaceutics with basic degree in Pharmacy Salary Scale Rs 2200-4000 (2) Assistant Lecturer in Nursing (Four posts-SC-2-II, ST-1-II, DTNT-1-II) - M.Sc. Nursing or B.Sc. Nursing with 2 years experience Salary Scale Rs 1740-3000**

#### **NON-ACADEMIC POSITIONS**

**(1) College Librarian (For SC-II) - (i) Must have qualified the NET/SET (ii) M.Lib.Sc. with atleast 55% marks or its equivalent grade plus consistently good academic record or Master's Degree in Arts/Commerce/Science with atleast 55% marks with B.Lib.Sc. with atleast 55% marks plus a consistently good academic record**

**Note . Failing availability of NET/SET qualified candidates, other candidates who fulfil condition (ii) above be considered eligible for adhoc basis**

**Salary Scale : Rs 2200-75-2800-100-4000 plus admissible allowances**

**(2) Assistant Librarian - (Project Post upto 31.3.1997) (for SC/ST/DTNT/OBC) - Basic Qualifications and pay scale applicable as in (1) above including note**

**(3) Senior Library Assistant (for ST) (i) M.A./M.Sc./M.Com. in 1st or 2nd class and B.Lib.Sc. atleast in second class and (ii) two years experience of working in a Library**

**(4) Ward Sister (Two posts - SC-1, ST-1 (I) - B.Sc. Nursing with one year's experience in School/College of Nursing/Hospital/Community Health Nursing**

**(5) Junior Library Assistant (5 Posts For ST-4, SC-1 (II) - Graduate with Diploma/Degree in Library Science, all degree, at least in second class (those who will get their B.Lib. degree by June 1996 may also apply)**

**(6) Staff Nurse (Seven Posts - SC-3 (II) ST-3, DTNT-1 (II) - B.Sc. Nursing (Those who will get degree by June 1996 may also apply)**

**(7) Asstt. Hostel Superintendent (For SC/ST/DTNT) Graduate with relevant experience. Note Residential single person accommodation will be provided. Person has to stay in the Hostel for 24 hours. Failing availability of reserved category candidates open category candidates will be considered**

**(8) Tabla Player (Two Posts, 1 for ST and 1 for DTNT) - B.A. Visharad or equivalent grade in Tabla or SSC with 5 years experience as Tabla Player for Classical/Light/Vocal/Instrumental Music Salary Scale . Rs 975-1660 plus admissible allowances**

**(9) Technical Assistant (Computer-for ST) - B.Sc. with Diploma in Computer Application or Diploma in Engineering Technology in Electronics /Computer Science**

**Note for Non-Academic Positions : (a) Salary Scale : For post Nos 3 & 4 is Rs. 1640-60-2600-EB-2900 and posts at Sr Nos 5, 6, 7 & 9 is Rs 1400-40-1800-EB-50-2300 plus admissible allowances (b) Age - For the posts at Sr Nos 3 to 9 is not less than 18 years and not more than 30 years (5 years relaxable to SC/ST/DTNT/OBC candidates) (c) Relaxation in qualifications in case of reserved category candidates is possible for some of the posts**

**General Note : Failing availability of the candidate from the respective category for which the post has been advertised, the other candidates will be considered for temporary appointment for six months. However, if the respective post is advertised for the specific reserved category for more than five times other reserved category candidates will be considered for permanent appointment against those posts. Backward class candidates from other than Maharashtra State will be considered as Open Category candidates. Roman figures in brackets indicate how many times the post has been advertised eg. (II) indicates that it has been advertised second time. Symbol \* indicates that applications from Open categories will not be considered. Applications should reach the Registrar on or before 22nd April, 1996. Applications which will be received after due date, or on plain papers or incomplete applications will not be accepted/considered**

**Dr. Hemlata Paramis**

**REGISTRAR**



# S.N.D.T. Women's University

1, Nathibai Thackersey Road, Mumbai - 400 020.

Advt. No. 1 of 1996

Applications are invited for the following positions to be filled in at Mumbai and Pune Campuses of the University. Forms are available on payment (cash or by money order of Rs 25/- for academic and Rs 15/- for non-academic positions) from above address on all working days between 10 30 a.m. to 2 30 p.m.

## ACADEMIC POSITIONS

### A. PROFESSORS' POSITIONS

**Basic Qualifications :** Eminent Scholar with published work of high quality, actively engaged in research with 10 years experience in Post Graduate Teaching and / or research at the University/National level Institutions, including experience of guiding research at Doctoral level OR an outstanding scholar with established reputation, who has made significant contributions to the respective field.

**Salary Scale :** Rs 4500-150-5700-200-7300 plus admissible allowances. Total emoluments Rs 10810/- p.m.

**PROFESSORS IN -** (1) Family Resource Management (against lien), (2) Music, (3) Hindi - specialisation in Hindi Literature and fiction.

### B. READERS' POSITIONS (All Open)

**Basic Qualifications :** A good academic record with a Doctoral Degree or equivalent published work. Candidates from outside the University system should in addition also possess atleast 55% marks or an equivalent grade at the Master's Degree level. Eight years experience of teaching and/or research (of which a maximum three years could be, work for research degree). **Salary Scale :** Rs 3700-125-4950-150-5700 plus admissible allowances. Total emoluments Rs 9830/- p.m.

**READERS IN :** (1) Clinical Psychology - Specialisation in Clinical Psychology but weightage for experience in Medical or Social Psychology, (Medium English), (2) Economics - Weightage for knowledge of quantitative techniques (Medium English & Marathi), (3) Political Science - Specialisation in Political Theory (Medium English & Marathi), (4) Home Science (Pune) - Specialisation in Food Science & Nutrition (Medium English & Marathi), (5) Home Management - Any of the Specialisation in Household equipment/Mechanical or Electrical Engineering/Architecture - interior Designing/ Environmental Sciences (Medium English), (6) Pharmacology - M Pharm in Pharmacology, first class for basic degree in Pharmacy and 8 years experience as Lecturer in Degree level or Ph.D. and M Pharm in Pharmacology with 1st class basic degree in Pharmacy and 5 years experience in teaching a degree level/industry/research (Medium English), (7) Communication Technology - Specialisation in Communication Technology, (8) Education (Pune - Lien) - M.Sc. in Science/Mathematics with Master's degree in Education (Medium English & Marathi), (9) Education - Specialisation in Guidance & Counselling/Testing in the field of Education. Master's Degree in Educational Psychology, Post Graduate Degree/Diploma in Child Guidance and experience in Counselling of Children and adolescents will carry weightage, (10) Marathi - (against Lien-likely to be permanent) - Weightage for Study of 19th Century, Research/writing on Women's issues and cultural History of Maharashtra, (11) Marathi (Pune) - Knowledge of western Philosophy and Recent Trends in the field of Marathi drama essential, (12) Library Science - Specialisation in Library Science, (13) Nursing - Specialisation in any field of Nursing.

**NOTE :** All posts (A & B above) are permanent but appointments will initially be made on temporary basis as per Government Resolution dated 25.11.1994.

### C. LECTURERS' POSITIONS (All Open)

**Basic Qualification :** Good academic record with atleast 55% marks or an equivalent grade at Master's Degree level in the relevant subject from an Indian university or an equivalent degree from a foreign University and should have cleared the eligibility test for Lecturers conducted by UGC, CSIR or similar test accredited by the UGC—unless the candidate has cleared UGC/CSIR, JRF examination or holds M.Phil. Degree obtained prior to 31.12.1993 or holds a Ph.D. Degree/submitted Ph.D. thesis by 31.12.1993.

**Note :** Failing availability of above candidates, the applications of the candidates those who have atleast 55% marks at Master's Degree level will be considered eligible and such selected candidates will be appointed on adhoc basis till they clear NET/SET Examination.

**Salary Scale :** Rs 2200-75-2800-100-4000 plus admissible allowances. Total emoluments at the initial Rs 6062/- p.m.

**A. LECTURERS IN -** (1) Labour & Business Law (vacant from 1.4.95) - LL.M. in Labour Law, (2) Food Science & Nutrition (against Lien) - M.H.Sc. in Bio-Chemistry/Microbiology/Food Technology, (3) Hindi (P.G.) (against Lien) M.A. in Hindi with specialisation in Poetics and Philology, (4) Gujarati (against Lien) - M.A. in Gujarat with specialisation in Linguistic and comparative literature will carry weightage, (5) Food Science & Nutrition (Pune) (One post on half scale basis) M.H.Sc. in Food Science & Nutrition (Medium Marathi), (6) Nursing (four posts—All open - 3 permanent + 1 temporary) - M.Sc. Nursing with any of the specialisations in Community Health/Paediatric/Psychiatric/ Medical Surgical/Obstetric Nursing preferred. (7) Music (U.G. Pune) - M.A. in Music, (8) Family Resource Management (VIII Plan - P.G.) - M.Sc. in Family Resource Management/Ergonomics/Household Equipment/Mechanical Engineering/Interior Design, (9) Computer Science - Master's Degree in Computer Science/Maths/Stats./Physics/Applied Physics/ Electronics/ Instrumentation or any equivalent degree, (10) English (Against study leave - Temp) - M.A. English, (11) For Research Centre for Women's Studies (Temp) - Master's degree in any subject.

### D. OTHER TEACHING POSITIONS (Qualifications required as specified against the post)

(1) Assistant Lecturers in Nursing (Three posts - Open) - M.Sc. Nursing or B.Sc. Nursing with two years experience. **Salary Scale** Rs 1740-3000 plus admissible allowances.

## NON-ACADEMIC POSITIONS

(1) Senior System Analysts (Project Post upto 31.3.1997) - Master's Degree in Computer Science/Technology/Computer Applica-

tions or (i) Master's Degree in Physics/Maths./Stats. with Computer Training from a recognised institution, (ii) 3-4 years' experience as a Senior Programmer in designing developing and implementing Software with preferably some experience in using relational Database Management Systems, (iii) Teaching and/or training experience and familiarity with computerisation of Library Operation or 3000 system or Library Software

**Salary Scale :** Rs 3700-125-4950-150-5700 plus admissible allowances

(2) **Maintenance Engineer (Pune)** - B E (Electronics) OR M Sc in Physics with Electronics from recognised University/ Institutions or equivalent, with two years in the field of T V Broadcasting. **Salary Scale :** Rs 2200-4000 plus admissible allowances

(3) **Hall Manager for Patkar Hall** (One post-Open-Non-Pensionable) (i) Preferably Graduate with Diploma/ Experience in Theatre job. (ii) Should have knowledge of Accounts / Managerial skill Job Involves Technical/ Electrical work in a Theatre **Salary Scale :** Rs 2200-3700/-

(4) **Site Engineer (One post-Open)** (i) B E (Civil) of any statutory University (ii) Administrative experience of not less than 3 years in a similar capacity **Salary Scale :** Rs 2000-3500/-

(5) **Sister Tutor** - M Sc in Nursing or B Sc in Nursing with 2 years experience (unless there is a dearth) **Salary Scale :** Rs 2000-3500 plus admissible allowances

(6) **Staff Nurse** - B Sc in Nursing (Those who will get degree by June 1996 may also apply) **Salary Scale :** Rs 1400-2300 plus admissible allowances

(7) **Junior Library Assistant (Two posts)** - Graduate with Diploma/Degree in Library Science, all degrees at least in second class (those who will get B.Lib degree by June 1996 may also apply)

(8) **Sound Recordist (Pune)** - Degree/Diploma in Sound Recording or Electronics from recognised institute with atleast 2 years experience **Salary Scale :** Rs 470-750 plus admissible allowances

#### **NOTE FOR NON-ACADEMIC POSITIONS -**

(A) **Age limit** - For posts No 1 to 3 not less than 30 years and unless already in the services of the Universities/ Affiliated Colleges, not more than 40 years, for post 4 & 5 not less than 25 years and unless already in the service of the Universities/Affiliated Colleges, not more than 35 years and for the post No 6 to 8 not less than 18 years and not more than 30 years (5 years relaxable to SC/ST/DTNT/OBC candidates)

(B) **Appointments to Posts No 2, 4 & 8** will initially be made on temporary basis as per G R dated 25 11 1994

Applications should reach the Registrar on or before 22nd April, 1996. Applications which will be received after due date or on plain papers or incomplete applications will not be accepted/considered

**Dr. Hemlata Parasnis**  
**REGISTRAR**

## **CLASSIFIED ADVERTISEMENTS**

### **DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD**

**Ref.No ESTT/DEPT/96/20587**  
**MARCH 18, 1996.**

**Special drive for recruitment of SC/ST/  
DNT(A)/NT (B)/ NT(C)/NT (D) candi-  
dates against various teaching posts.**

**Advertisement No. ESTT/DEPT/771996**

Applications are invited from the re-  
serve category candidates only in the pre-  
scribed form for the following teaching  
posts reserved for various categories, un-  
der Special Drive programme in the Uni-  
versity Post-graduate Departments, at  
Aurangabad, so as to reach the under-  
signed on or before **MAY 2nd, 1996**

**(I) PROFESSOR :** (3) Posts . Pay-scale  
Rs 4500-7300

(The reservation is shown in bracket)  
One post in each subject.

(1) English (ST) (Vth Advt), (2) Environ-  
mental Science (SC), (IInd Advt), (3)  
Physics (S C ) (IInd Advt)

**(II) READER :** (8 posts) Pay Scale  
Rs 3700-5700

(The reservation is shown in bracket)  
One post in each subject.

(1) History (S C) (IInd Advt), (2) Eco-  
nomics (DNT (A)/NT (B)/ (NT (C)/  
(NT (D) (IIIrd Advt), (3) Library and  
Information Science (S T.) (Vth Advt),  
(4) Marathi (S.T.) (IInd Advt), (5) En-  
glish (S C ) (IInd Advt), (6) Mathemat-  
ics (S T ) (Vth Advt ) (7) Botany (S C)  
(IInd Advt), (8) Zoology (S C ) (IInd  
Advt)

**(III) LECTURER :** (6 posts) Pay Scale  
Rs 2200-4000

(The reservation is shown in bracket)  
One post in each subject

(1) English (ST) (IInd Advt), (2) Dra-  
matics (S T ) (IInd Advt) (3) Public Ad-

ministration (S C ) (IInd Advt), (4) So-  
ciology (S T ) (IIIrd Advt), (5) Mathe-  
matics (S T ) (Vth Advt), (6) Physics  
(DNT (A)/NT(B)/ NT(C)/NT(D) (IIIrd  
Advt)

Details of specialization, qualifica-  
tions and some other points for the posts  
mentioned in the Advertisement will be  
supplied separately alongwith the pre-  
scribed application forms.

#### **INSTRUCTIONS .**

(1) Candidates who wish to be con-  
sidered for more than one post should ap-  
ply separately for each post.

(2) Candidates who are already em-  
ployed should send their applications  
through proper channel Applications re-  
ceived after the last date fixed for the re-  
ceipt of the applications will not be accept-  
ed. Incomplete application and applica-  
tion on plain paper or xerox copies of the  
prescribed forms will not be considered.

(3) The candidates must attach with each set of application forms, Caste Certificate issued by the competent authority of the Government, regarding their Caste under reserve category.

(4) For reserve category candidates the set of nine prescribed application forms with accompaniment is available in the University Publication Section on concessional payment of Rs. 45/- in cash or by post on payment of Rs. 55/- by Demand Draft/Indian Postal Order drawn in favour of the Registrar, Dr Babasaheb Ambedkar Marathwada University, Aurangabad - 431 004

(5) 30% reservation for women in respective categories i.e SC/ST/DNT (A)/NT(B)/NT(C)/NT(D) would be considered as per G R No BCC-1094/3609/PK-56/94/16-B dated 15-2-1996

(6) If suitable candidate is not available for a particular reserve category, the candidate from another reserve category may be considered for appointment on purely temporary basis till the end of academic year 1996-97 as per G R No USG-1494/ (16114/ 2903)/UE-4 dated 19-1-1995. The candidates belonging to open category need not apply for the notified posts under special drive.

(7) Nine copies of the applications in the prescribed form together with attested copies of Certificates to each of the nine application forms should be sent in an envelope subscribed with "APPLICATION UNDER SPECIAL DRIVE FOR THE POST OF \_\_\_\_\_" so as to reach the Registrar, Dr Babasaheb Ambedkar Marathwada University, Aurangabad-431 004 on or before May 2, 1996

(8) The University will not be responsible for postal delay, if any

(9) Candidates belonging to reserve categories and attending the interview will be paid second class Railway fare or actual Bus fare as travelling allowance for to and fro journey only, subject to production of Unemployment Certificate from the Employment Officer

(10) Canvassing direct or indirect will be treated as disqualification.

(11) Requirement and relaxation for passing NET/SET examination will be as per G.R. dated 22-12-1995.

**Dr. G. B. Shinde**  
**REGISTRAR**

**DNYANPRASSARAK MANDAL'S  
VNS BANDEKAR COLLEGE OF  
COMMERCE  
POST BOX NO. 20, MAPUSA - GOA.**

Applications are invited for the following posts :

- A) 1. Physics .. One . FT  
2. Electronics . One .. FT  
3. English .. Two . FT  
4. Mathematics .. One FT  
5. History .. One FT  
6. Accountancy . Two . FT  
7. Economics . Two . FT  
8. Computer Science/  
Awareness . Two . FT  
9. Chemistry .. One . FT  
10. Business Law .. One .PT  
11. Hindi One . On lecture basis  
12. Geography . One . On lecture basis

(above posts are reserved for SC/ST candidates and advertised for the first time. If suitable candidates from Reserved Category are not available, candidates from General Category will be selected temporarily for one year)

- B) Lecturer in Commerce . One FT  
(above post is reserved for SC/ST candidate and advertised for the second time. Hence, candidates from Reserved Category only should apply. If suitable candidate from reserved category is not available, the existing incumbent of this post will be considered for appointment temporarily for one academic year)

- C) Academic Qualifications : (i) Master's Degree in the relevant Subject (i.e minimum 6 papers) with atleast 55% marks or its equivalent grade and (ii) Good academic record (i.e atleast 50% marks at the graduation examination with subject applied for or an average of 50% marks at the three exams i.e. S.S.C., H.S.S. and Graduation taken together), and (iii) Candidates should have cleared the Eligibility Test for lecturers conducted by U.G.C., C.S.L.R. or similar tests accredited by U.G.C. In case candidates having passed the said eligibility test are not available, candidates fulfilling other conditions would be considered for appointment on purely temporary basis.

ment on purely temporary basis.

- 1) For the posts of Lecturers in Accountancy  
M.Com. in Accountancy or B.Com. + CA with five years professional experience and good academic record, may also apply.

- 2) For the post of Computer Science  
First Class B.E./B.Tech in Computer Science or Electronics having consistently good academic record with two years experience of teaching/research industry. In case candidates having passed GATE are not available or found suitable, candidates without GATE may be considered for temporary appointments.

OR

M.E./M.Tech in Computer Science or Electronics with 55% marks and good academic record.

OR

M.C.A. or M.Sc. in Computer Science or Electronics with 55% marks and good academic record.

M.Sc. Statistics or Mathematics with 55% marks and good academic record with exposure to Computer Science

- D) Scale of Pay : Rs 2200-75-2800-100-4000 plus admissible allowances

- E) Service Conditions : As prescribed by Goa University, Director of Education, Govt of Goa and other competent authorities.

Persons who are already employed shall send their applications through proper channel. Break in service, if any, should be accounted for.

Interested candidates should apply giving full details of academic qualifications from SSC onwards clearly indicating the subjects offered, marks scored and class/division obtained at all public examinations, teaching experience, address, date of birth, etc.

True copies of marks statements of all Public Examinations passed should be enclosed.

Applicants should attach true copy of Caste Certificate, wherever applicable

Applications duly completed in all respects should reach the Principal within 15 days, from the date of publication of this advertisement.

Applicants should clearly state the serial number of the post applied for

Post will be filled only if workload warrants.

**PRINCIPAL**

**MAR ATHANASIOUS COLLEGE  
ASSOCIATION  
KOTHAMANGALAM 686 666  
KERALA**

**WANTED**

Lecturer in Physics in the Mar Athanasius College Under Direct Appointment to the UGC Pool-Open Permanent Vacancy on a scale of Rs. 2,200-4,000.

Age and Qualification As prescribed by the UGC/ Mahatma Gandhi University/Government of Kerala.

Apply to the Secretary within 30 days from the date of publication of this notification. Application form and other details can be had from the office of the Secretary, Mar Athanasius College Association, Kothamangalam on payment of Rs. 100/- in person or Rs. 110/- by DD payable at Kothamangalam Branch of any scheduled bank.

20 March 1996. SECRETARY

OFFICE OF THE PRINCIPAL  
PEOPLE'S COLLEGE  
MOKOKCHUNG  
NAGALAND - 798 601

**ADVERTISEMENT**

Applications for the posts of two Lecturers in each of English and Economics and one Lecturer in each of History, Political Science and Education are invited from candidates having atleast a high second class (55% marks) Master's degree and consistently good academic performance.

Salary is according to the U.G.C scale and other allowances as per rules will be paid.

Last date of receiving applications is 20th April '96. Candidates may turn up for interview on 25th April '96 at 10 00 A.M. without waiting for calling letter.

**SOUTH GUJARAT UNIVERSITY**

University Campus,  
Udhna-Magdalla Road,  
Post Box No. 49  
Surat -395 007

**EMPLOYMENT NOTICE**

Applications are invited for the fol-

lowing teaching posts in the Prescribed Forms (eight copies) available from the undersigned on payment of Rs. 25/- in cash or postal order (payable to the Registrar, South Gujarat University, Surat.) alongwith a self addressed envelope of 22 cm x 13 cm. size with postal stamps worth Rs. 5/- affixed thereon. Information regarding qualifications and details regarding specializations will be supplied with the application forms. Letters P, R & L denote Professor, Reader and Lecturer respectively. (S.C.) (S.T.) (S.B.P.) denote reservation for Scheduled Castes, Scheduled Tribes, Socially and Economically Backward Classes respectively. Candidates belonging to these reserved categories must attach necessary certificate from the Competent authorities in Gujarat State. Knowledge of Gujarati is desirable. Candidate should attach certificates of Achievements in N.C.C. Sports, Cultural Activities and N.S.S and 1st, 2nd and 3rd rank in whole of University exam in concerned Postgraduation Completed forms must reach the undersigned by 20-4-1996.

(1) DEPARTMENT BIO-SCIENCES - R-1 One Post (Open) Sp Plant Science) L.1 (B.P.) (Microbiology) (2) BUSINESS & INDUSTRIAL MANAGEMENT - P.1 (S.C.) (Sp. Personnel/ Information System) L.2 (one Post S.T.) (Finance Personnel/ Computer & Information System) (One Post S.C.) (Finance/Personnel/Computer & Information System) (3) ECONOMICS - R.1 (S.T.) (4) COMPUTER SCIENCE - P.1 (S.T.) (System Software design/Computer Architecture/Data Structure and Management/Information and Communication Technology (RDBMS) R.3 (One Post in D.C.A. (S.C.) Two Post in M.C.A. (S.T.) (Sp. System Software Engineering/ Artificial/Intelligence/Graphics/ Management Information System/Multuser O.S./Assembly Language L.3 (M.C.A. One Post (S.T.) Two Post (Open) (Sp. Discrete Mathematics/Managerial Economics/ Behavioural Sciences/Optimization Theory/Digital Electronics (5) PUBLIC ADMINISTRATION - L.1 (S.T.) (Admn. Reform/Social and Labour Welfare/Admn./Health and Hospital Admn.) (6) RURAL STUDIES :- R.1 (B.P.) (Agriculture and Agricultural Economics) L.1 (Open) Rural Technology, Engineering and Environment

(7) ENGLISH :- P.1 (S.T.) (Sp. Modern English Literature American Literature/Seventeenth Century Literature L.2 (One Open) (Sp. English Language Teaching/or Seventeenth Century Literature/or Literary Theory (One Post B.P.) (Sp. Indian Writing in English/New Literatures in English/English Language Teaching) (8) CHEMISTRY :- R.1 (S.T.) (Sp. Organoanalytical) (9) SOCIOLOGY :- R.1 (Open) (Sp. Industrial Sociology and Social Stratification/Social Policy & Development/Study of Minorities L.1 (Open) (10) DEPARTMENT OF RESEARCH METHODOLOGY AND INTERDISCIPLINARY STUDIES IN SOCIAL SCIENCE : R.1 (Open) (Sp. Post Graduate Degree in H.R.D./Personnel I.R./Welfare/Economics/Psychology (11) MATHEMATICS - R.1 (S.C.): Number theory/Numerical Analysis/Fluid Mechanics /Optimization Theory (12) EDUCATION - P.1 (S.T.) L.1 (Open) (13) PHYSICS - L.1 (Open) (Sp. Electronics) (14) CONTINUING EDUCATION : Assistant Director (One Post. Open) Project Officer (One Post B.P.) Both these posts Non vocational and Temporary Post up to 31.3.1997

S.G. JOSHI  
Offg. REGISTRAR

ANNA UNIVERSITY  
MADRAS - 600 025

Advertisement No. 001/PR14/  
Recruitment/96 dated 29.3.96

Applications in the prescribed form are invited for the post of Scientific Secretary to the Vice-Chancellor. Application form, details of required qualifications and other particulars can be had from the Registrar, Anna University, Madras - 600 025 on request accompanied by a Demand Draft for Rs. 50/- (Rupees fifty only) dated not earlier than 6.4.96 drawn in favour of the Registrar, Anna University, Madras-25, together with a self addressed envelope with stamps to the value of Rs. 5/- of size 22 x 10cm

Scale of pay Rs 4500-150-5700-200-7300.

Last date for receipt of completed applications is 22.4.96.

REGISTRAR





# MANIPAL ACADEMY OF HIGHER EDUCATION

(Deemed University)

MANIPAL - 576 119 (KARNATAKA)

ADMISSION FOR 1996-97 ACADEMIC YEAR TO MBBS/BDS/MD/MS/DM/  
MCh/MDS/PG DIPLOMA AT KASTURBA MEDICAL COLLEGE, MANIPAL/ MANGALORE  
AND COLLEGE OF DENTAL SURGERY, MANIPAL/MANGALORE

Applications are invited from eligible candidates for admission to the following courses for the academic year 1996-97.

## 1. MBBS/BDS

**Eligibility:** A candidate should satisfy all the following requirements

- The candidate must be Indian national born on or before December 31, 1979
- The candidate must have passed any of the qualifying examinations equivalent to 10+2 higher/senior secondary examination after a period of 12 years of study, the last two years of such study comprising Physics, Chemistry, Biology and English or any other 10+2 equivalent examinations such as PUC, ISCE, HSC etc of an Indian University/Board
- The candidate must have secured not less than 50 percent of the total marks in English, Physics, Chemistry and Biology taken together at the qualifying examination
- The candidate who is taking examination prior to the entrance test or whose result is not declared till then, may also apply and appear for the said test. Such candidates shall not be eligible for admission to the MBBS/BDS course if he/she does not pass the qualifying examination with the requisite percentage of marks and produce proof thereof such as original marks sheets at the time of counselling. Failure to produce the mark sheet in original would result in forfeiture of the candidature
- The candidate must have done at least 5 years of schooling in India including class 11 and 12, out of total period of 12 years of schooling (from class 1 to class 12)

## 2 MD/MS/Postgraduate Diploma (Medical)/DM/MCh/MDS

MD	General Medicine	MD	Pharmacology	MCh	Neurosurgery
MD DCH	Paediatrics	MD	Pathology	MCh	Cardiothoracic Surgery
MD, DGO	Obstetrics & Gynecology	MD	Microbiology	MCh	Paediatric Surgery
MD, DA	Anaesthesiology	MD	Biochemistry	MDS	Oral Pathology
MD, DVD	Dermatology & Venereology	MS	General Surgery	MDS	Prosthodontics
MD DMRD	Radiodiagnosis	MS, DLO	Otorhinolaryngology	MDS	Pedodontics
MD, DMRT	Radiotherapy	MS, DO	Ophthalmology	MDS	Periodontics
MD, DPM	Psychiatry	MS, DOrtho	Orthopaedics	MDS	Oral & Maxillofacial Surgery
MD	Community Medicine	MS	Anatomy	MDS	Orthodontics
MD DHA	Hospital Administration	DM	Cardiology	MDS	Conservative Dentistry
MD	Forensic Medicine	DM	Neurology	MDS	Community Dentistry
MD	Physiology	MCh	Urology		

**Eligibility:** For admission to the MD/MS/PG Diploma/MDS Course, a candidate should satisfy all of the following requirements

- The candidate should have studied the MBBS/BDS Course from a medical college recognised by the Medical/Dental Council of India
- Before admission to the course the candidate should have completed the compulsory rotating internship. Candidates who have completed their internship or will be completing it on or before August 18, 1996 are eligible for admission to the August 1996 batch. Candidates who will be completing their internship after August 18, 1996 but on or before January 14, 1997 are eligible for admission to the January 1997 batch. Candidates completing their internship after January 14, 1997 are not eligible for admission in this academic year
- The candidate should possess a permanent registration with any State Medical/Dental Council in India or should obtain such registration within one month of admission to the course

For admission to a DM/MCh Course, a candidate should satisfy all the following criteria

- MBBS degree recognised by the Medical Council of India
- Permanent registration with any State Medical Council in India
- MD (General Medicine/Paediatrics) degree (for DM candidates) or MS (General Surgery) degree (for MCh candidates)
- The candidate should have been born on or after September 1, 1961

**Warning:** Candidates are warned that if they do not fulfil the above eligibility criteria they should not submit their application for MAHE undergraduate/postgraduate courses. If a candidate is found to have not fulfilled the eligibility criteria in all respects, he or she will not be considered for admission irrespective of their appearing and securing any rank whatsoever in the entrance tests

**PROCEDURE FOR ADMISSION:** Candidates will be selected for admission on the following basis

**MBBS/BDS:** The rank obtained in the written entrance test which will be conducted on June 30, 1996 at Bangalore, Calcutta, Chandigarh, Delhi, Ernakulam, Hyderabad, Madras, Mangalore, Manipal, Mumbai

**MD/MS/PG Diploma/MDS:** The rank obtained in the written entrance test which will be conducted on June 16, 1996 at Manipal and Mangalore



**DNMCh:** The rank obtained in the written, clinical and oral test to be conducted on July 24 & 25, 1996 at Manipal

**PROCEDURE FOR APPLICATION:** The prospectus and application form can be obtained by mail by writing to the address below, enclosing a crossed bank draft for Rs 600/- (Rs Six hundred only) in favour of "Manipal Academy of Higher Education" payable at Manipal or Udupi (Karnataka), this amount is not refundable. Requests for application form and prospectus clearly stating the course (UG or PG) interested in and accompanied by a self-addressed, stamped envelope (Rs 14/-) of 10 x 12 inch size, should reach

The Admission Officer

## Manipal Academy of Higher Education

University Building, Madhava Nagar, Manipal - 576 119. Ph: (08252) 71201 Ext.: 2498 Fax: 08252-70062

on or before 20th April, 1996. The application form & prospectus can also be purchased across the counter (subject to availability) from the branches of Syndicate Bank (SB)/The Lord Krishna Bank (LKB) in the following towns/cities from April 1, 1996 till the end of business hours on April 25, 1996.

**Syndicate Bank Branches:** Calcutta: (1) 26 Shakespeare Sarani, Camac Street - 700 017, (2) BB-24, Sector-1, Salt Lake City - 700 064, (3) Central Road, Jadavpur - 700 032 **Chandigarh:** S C O 66-67, Sector 17-B, Bank Square - 160 017 **Delhi:** (1) Super Bazar Bldg, Connaught Circus - 110 001 (2) Defence Services Officers Inset, Dhola Kuan - 110 010 (3) C-34, 1st Floor, Defence Colony, Opp Moolchand Hospital - 110 024 (4) Bldg 2 & 3, Central Market, West Punjabi Bagh - 110 026 **Hyderabad:** (1) No 5-9-246/1, Abid Road, Opp Grammar School - 500 001 (2) D No 8-2-461/464, Road No 1, Banjara Hills - 500 034 **Mumbai:** (1) Plot No 227, Nariman Bhavan Premises - 400 021 (2) Sangam Cinema Compound, 127-Andheri, Kuria Road, JB Nagar, Andheri (E) - 400 059 (3) 82-B, Pokar Mansion Govandi Road, Chembur - 400 071 **Secunderabad:** (1) Opp Ishaq Bus Stop, Wellington Road, Pickel - 500 003 (2) 3-1-28, 29 30/1, Rashtrapathi Road - 500 003

**Lord Krishna Bank Branches:** Bangalore: Shrivashankar Plaza, Richmond Circle - 560 027 **Coimbatore:** Cheran Towers, Govt Arts College Road - 641 018 **Ernakulam:** MG Road (North End), Near Cochin Stock Exchange, Cochin - 682 035 **Kozhikode:** Paramount Tower, Town Hall Road - 673 001 **Madras:** Precision Plaza, 281, Mount Road - 600 018 **Manipal:** Basic Sciences, Manipal - 576 119 **Kottayam:** 1st Floor CSI Baker Complex, Baker Junction - 686 001 **Trivandrum:** Karimnagar Arcade, 1st Floor, East Fort - 695 023 **Corporation Bank:** Car Street, Mangalore - 575 001

**Note 1.** Prospectus can be obtained at the banks only against cash payment. The banks will charge Rs. 10/- as service charges in addition to the prospectus fee. **2.** The banks will not send prospectus by post. **3.** PG prospectus will not be available at the Syndicate Bank branches.

The completed application form and accompanying documents must reach the above address on or before April 30, 1996. The University will not be responsible for any delay/loss in transit.

## FACULTY OF MANAGEMENT MAGADH UNIVERSITY, BODH GAYA

**Admission to the 2-Year full time (1996-98) MBA course at  
GAYA COLLEGE, GAYA  
(Approved by AICTE and UGC)**

### Eligibility

Graduates in any discipline with at least 50 percent marks in aggregate and having obtained the degree not before 1991. Those appearing at their final degree examinations can also apply provided they fulfil the eligibility criteria and submit their relevant documents at the time of admission. The course is not open to working or part time candidates.

### Selection

On the basis of written test and interview.

Date of written test - 06-06-96 at 10 a.m. Date of Interview- 07 and 8 June 1996 at 9 a.m. Place - Management Studies Building, Gaya College, Gaya.

Application forms and prospectus can be obtained from the office of the Principal & Director, Gaya College, Gaya - 823 001, personally against cash payment of Rs. 150/- or by sending a crossed bank draft of Rs 185/- for each application drawn in favour of the Principal, Gaya College, Gaya and payable at Gaya. The duly filled in application form alongwith a bank draft of Rs. 150/- as examination fees drawn as above must reach the Principal, Gaya College, Gaya - 823 001, latest by 10-05-96.

**Dr. K.D.N. SINGH**  
Principal & Director